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ABSTRACT

To evaluate the effect of the children's television program "Sesame Street" on Chicano viewers and to identify areas for improvement, the Children's Television Workshop contracted with the Chicano Studies Center at the University of California at Los Angeles to provide the following services: (1) establish observation sites in the Los Angeles area to evaluate the reactions of Chicano children; (2) read and evaluate "Sesame Street" scripts and suggest ways to make content more accessible to Chicano children and more reinforcing of the Chicano culture; (3) pre- and post-test 19 Chicano children to determine the effects of watching 4 weeks of programs. This report: (1) describes the criteria for evaluating programs, and gives examples of actual program evaluations; (2) describes the observation instruments and methodology; and (3) lists the results of the observations. (EMH)

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THE OBSERVATION AND TESTING REPORT ON THE SESAME STREET PROGRAM

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Submitted to: Children's Television Workshop

By: Beatriz Flores, Project Coordinator
Chicano Studies Center-UCLA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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The following report is submitted in order to comply with the last agreement in the contract of the Chicano Studies Center, University of California at Los Angeles and the Children's Television Workshop. The report will include the activities of Phase I of the Sesame Street Research Project, which are as follow: History, Contractual agreement (Observation, Program Review, Script Review and Testing); Conclusion. There is an attached report covering Phase II, being the Script and Program Reviews.

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In the main, the cultural content of television programming is culturally-bound reflecting the mainstream value orientations. Consequently, the minority child is directed to see himself as a member of the white majority while at the same time there exists a different reality in his home, school and community. The language and life style of the minority child is immediately put to question thereby confusing the child and in many instances impeding his development.

It has been stated by Early Childhood Specialists, (e.g. John Locke in Childhood and Adolescence), that between the ages of 1 to 5 the behavior patterns of the child are shaped by 1) associations; 2) a set of connections between events that occur simultaneously; 3) and a conditioned reflex theory. The child associates and compares, with his culture-image, the images that are presented to him on television. According to John Locke, "he or she learns to differentiate between the self as a knower and the self as the thing known." For this reason the portrayal of his life style on television is of great importance. At this early stage of childhood development, how he sees himself and others, can develop attitudes of positive or negative self-esteem.

The Chicano Studies Center at the University of California at Los Angeles, knowing the importance of television on the lives of Chicano children agreed to delve into the content of the Sesame Street Program produced by the Children's Television Workshop. There was a contractual agreement between the Chicano Studies Center and the Children's Television Workshop to conduct research on the reactions of Chicano children to the Sesame Street Program. Emphasis was placed on the content and presentation of the Spanish Segments, however, all of the segments were evaluated and rated according to the children's reactions. A complete analysis of the program was needed to measure the immediate and possible future effects on the children.

History of the Sesame Street Research Project

In the latter part of the November of 1971, Cecilia Suarez was contacted by a representative from the Children's Television Workshop regarding her potential involvement in the Sesame Street Program with regards to the bilingual/bicultural segments of the same. Due to her very busy schedule, she suggested that representatives of the Workshop contact the Chicano Studies Center in order to ascertain a way in which the two organizations might collaborate. The Studies Center was so contacted and several meetings took place to establish the role of both parties and the studies which were to be conducted. The areas in which the Center involved itself with respect to CTW's activities, are as follow:

1) The establishment of observation sites in the Los Angeles Area to evaluate the reaction of Chicanitos to the Sesame Street Program. The Observation groups were conducted in two parts.

I. February, 1972 to June, 1972

II. July, 1972 to February, 1973

2) The Reading of Sesame Street Scripts prior to production, October, 1972. In the analysis of each script very strong recommendations were made on each segment, especially the Spanish segments. Also included were objectives for bilingual and culturally relevant concepts.

Program Reviews: November, 1972 through January, 1973. The programs were evaluated on the basis of the Sesame Street Instructional Goals, and how they were presented. There was careful attention paid to the effectiveness of each segment and whether it was geared to children ages three to five. The reviews focussed on the following issues: (Pat Herrera Duran's report)

1. Adapting the present Sesame Street curriculum to make its educational objectives more accessible to the Chicano child,
2. Assisting in providing reinforcement of a strong sense of cultural identity and self-pride in Spanish speaking children,
3. Developing and appreciation and understanding of the Chicano culture by viewers of non-Spanish speaking background.

3) Testing: A pre and post test was administered to 19 Chicano children. The effectiveness of four weeks of programs, Shows #396-405 (1971-72 season) and Shows #406-415 (1972-73 season), was to be determined by the outcome of the testing. A report is included describing the: Subjects; Test; Programs; and Test Scores.

Advisory Committee

An Advisory Committee was assembled to review the Center's position to Children's Television Workshop and to assure the implementation of the mentioned issues. This committee assisted the project throughout its existence.

Members were:

Ray Castro, Center's Director, Education (Phase I of Observation period)
Dr. Rodolfo Alvarez, Director, Sociologists (Present Director)
Dr. Simon Gonzales, Education
Patricia H. Duran, Adult Education, M.A.
Bill De la Torre, Early Childhood,
Cecilia Suarez, Early Childhood
Reynaldo Macias, Bilingual Education

Advisory Committee, cont.

Moctezuma Esparza, Media
Patricia Tamayo, Education

The Advisory Committee and the Sesame Street Research Project Staff would meet monthly to review the project's progress and to discuss the best way to record accurately the Chicano children's reactions to the Sesame Street Programs.

Each member of this Committee spent time working with the Research Design and gave their advice as to what way the Chicano Studies Center could best work utilizing their resources to supply Children's Television Workshop with the information needed and at the same time serve the best interest of the Chicano community.

During the first part of the Research Project there was a misunderstanding as to the manner of implementation fo submitted bilingual and culturally relevant material. To bring about some clarity regarding this issue a workshop was established bringing together Children's Television Workshop's staff, the Chicano Studies Center Staff, and the community people. The following issues were discussed:

Bilingualism in the Chicano Community

Role of the Chicano Studies Center in developing bilingual and cultural relevant curriculum

" History and Education of the Chicano ", presented by Reynaldo Macias

Curriculum vs. Production Ideas

Note: This discussion clarified the Center's position in the development of bilingual and culturally relevant curriculum for the Sesame Street Programs. The working framework of the Children's Television Workshop, as stated by staff, did not permit the implementation of a developed bilingual curriculum on the Sesame Street

program, if presented in a final packet. Any suggestions would be considered if channeled within the framework of the Workshop. There was a mutual agreement that the Center's involvement in production ideas and recommendations would be included in the Script and Program Reviews (refer to: Pat Herrera Duran's report).

SOCIO-CULTURAL RESEARCH ON THE SESAME STREET PROGRAM

By: Pat Herrera Duran

Researchers: Pat Herrera Duran
Isabel Romo

The following report will be submitted in order to conclude the contract between Chicano Studies Center, University of California, Los Angeles, and Children's Television Workshop concerning the Script and Program Reviews of the 1972-73 Sesame Street programs. These reviews were part of a total project that also included documentation of observations made of Chicano children viewing Sesame Street. That documentation will be the subject of another report. The review phase of the project was completed in two cycles: Script Reviews - October 1972; and Program Reviews - November 1972 through January 1973.

Script Reviews

The terms of the script reviews called for comments and suggestions for change that could be made before specific segments were actually filmed. The way in which scripts are organized it was possible to make comments only on those segments written especially for the 1972-73 season. These acts were usually performed by regular CTW cast members of live actors and muppets. Those segments that were filmed for previous seasons or else through contracts with specific people, are listed on the script simply under the contractors name, e.g., Henson, Poverty, along with the objective of the segment. Therefore any segment other than original ones that were completely written out could not be reviewed until they appeared on the actual telecast. Many of these prerecorded ones had been used in previous seasons and it was impossible that any changes could have been made in them anyway, even if we could have reviewed the content of the filmed segments.

Generally the script reviews (all of which are on file in the Chicano Studies Center) produced no major criticisms except in two cases. Script #413 which was aired on November 27, 1972 contained a segment which had as its stated object "Spanish culture/Natural environment." The segment was about a boy, Enrique, who kept pigeons in a cage. The dialogue concerns the feeding habits of the bird. The criticism was that the statement of the objectives gave the impression that the segment was about the culture/cultures of Spain and also the natural environment of the birds. In fact, neither of these objectives was presented due to the way the segment was written. The main criticism was that the writers did not distinguish between hobbies and true cultural indicators. Keeping birds in a cage is an international pass time or hobby. Further, simply because a segment is written in Spanish does not mean that it gives any information concerning the culture of any group of people who speaks Spanish. The Spanish language is used by peoples of Mexico, Puerto Rico, Central and South America and also by Chicanos, but it does not mean that the value systems, historical experiences and traditions are the same in all cases. This confusion or lack of perception of the differences between the cultures and the name of a language used by a group of people can lead to misinterpretations and misconceptions in defining objectives and developing methods of presentation.

It so happens that the actual telecast of the segment was not as confusing as it appeared on the script but this was due to the fact that the objective was not stated during the segment. This way the children could interpret the segment in any way they wanted which was probably

just some people talking in Spanish about some birds. However, these kinds of distinctions should be very clear in the minds of the writers and producers.

The other main comments on Script Reviews concerned attitudes or misconceptions that were being imparted by specific segments. For example, Script #452 contained a segment about Maritians that made them seem 'weird'. Since out space is the "now" frontier the suggestion was that all segments concerning outer space and its beings and elements should be presented as objectively as possible. It is inconceivable that we should teach our children to approach and deal with outer space in the same way that the frontier and the people in the frontier of this country were dealt with.

Another example of the perpetuation of myths or misconceptions was the segment on Script #451, concerning the "Ear-Pinching Gorilla of South Africa". Since there are no ear-pinching gorillas (at least those who habitually pinch human ear; they may pinch their own ears; I don't know) and also since gorillas are not indigenous to South Africa, it seems that this segment would give false impressions or mislead the children in relation to kinds of animals in the world, their habits and also the geographical location of types of animals. The suggestion was that the segment should be treated as a lesson on safety at zoos rather than as a lesson in trying to distinguish between ear and nose pinching gorillas.

One general suggestion was made that in the segments concerning classification and selection, the word "guess" should be deleted. For example, the adult who is supposed to assist the children in making the right kinds of choices usually says, e.g., "If you guessed this one (or these) you were right." However, the purpose of these segments is to help the children become analytical in making their choices. Guessing is not analytical and may encourage the children to choose any answer simply because

the adult is pressing them to do so. A more analytical word such as "select" or "choose" would be better.

Detailed reviews and comments of all the scripts that were sent to us were completed and sent to CTW in October 1972. With the completion of the Script Reviews the next phase of the project commenced, that is, the Program Reviews. This report appears on the following pages.

Program Reviews

The terms of the contract with CTW called for us to review the programs as they were shown and write a comment or statement on each segment, especially the Spanish speaking ones. These comments were to focus generally on such issues as:

1. Adapting the present Sesame Street (SS) curriculum to make its educational objectives more accessible to the Chicano child,
2. Assisting in providing reinforcement of a strong sense of cultural identity and self-pride in Spanish speaking children,
3. Developing an appreciation and understanding of the Chicano culture by viewers of non-Spanish speaking background.

It also seemed to us that these attitudes being projected potentially could have a negative effect on the viewers concepts of themselves and the way in which they view other people. Basically the pattern evolved around the issues of sexism and violence. During November, we continued to view the program while at the same time designing and testing 3 research instruments on which we could record the data that would either corraborate or refute our impressions. From December through January we documented our impressions using an instrument that was a combination of all 3 designs we had experimented with during November. A sample of that instrument is enclosed in this report. We viewed and recorded comments on 35 programs; December 25, and January 1 were omitted. It should be stated here that two separate but related processes took place during this time. During November, December and January, individual program reviews were completed and sent to CTW. These reviews consisted of comments concerning the issues related to the Spanish speaking segments and also comments on the information that we were recording on the research instrument. The research design and data that we recorded, was

over and above the information requested by the terms of the contract and has not been sent to CTW. Much of that information was included in the program reviews but the total perspective of the research is not completely evedent in those reviews. That perspective is included in this report and can be considered as the raw data for continued research, especially as it relates to the Spanish speaking segments.

Emphasis of Program Reviews

The information recorded during the program reviews was mainly from a cultural-sociological point of view. In some instances we did make comments concerning the sutitability of specific lyrics, actions, dialogue etc., for the 3 to 5 year old child. However, the emphasis was from an adult perspective of the values and attitudes being imparted by SS. The reason we emphasized this aspect is because we felt that we could not do anything in the way of developing curriculum suggestions for any kinds of segments until we had pointed out to the producer and writers that there were certain charateristics that could be detrimental to the accomplishment of the goals of cultural identity and self-pride in Spanish speaking children and also to the appreciation and understanding of the Chicano culture by non-Spanish speaking viewers.

The purpose of this research then, was to document those segments we felt contained social and cultural characteristics that:

1. Could negate or neutralize accomplishment of goals for the Spanish speaking;

2. Were part of the pattern of attitudes and incidents that were not necessarily part of the Spanish speaking segments but which seemed to us to be worth noting and analyzing.

All of these characteristics are defined and classified in their respective sections in this report. The segments that contained these

features were documented and the particular incident of dialogue was also described.

A copy of the research instrument and an explanation is included in addenda I and II. While viewing the program we marked each square in which a related incident happened. A brief statement about it and any other comments were written in the comment section. All of these marks have been tallied and the weekly total appears later in the report. This information appears in addenda III and IV.

Evaluation of Spanish Speaking Segments

After viewing several Spanish speaking segments during November, it became apparent that another pattern was also developing in relation to the effectiveness of the segments; effectiveness being defined here as those segments having the most potential for accomplishing goals 1 and 2 mentioned on the previous page. It seemed that even though there were segments labeled 'Spanish speaking', the overriding cultural and ethnic value system even within these segments, remained Anglo-Saxon. In some cases, there were even incidents that were detrimental and contradictory to the criteria mentioned on previous pages and therefore, negated and neutralized any attempt of accomplishment of the goals. In order to document this we established the following characteristics for rating each Spanish speaking segment:

1. Positive: those segments in which the objectives or methods (including dialogue, attitude, music, lyrics, characterizations) showed the most potential for imparting a full cultural and linguistic experience;

2. Neutral: segments in which the objectives were something the children may have needed to learn but the method of presentation did not employ the full cultural and linguistic potential of the objective.

3. Negative: segments in which some aspect of the objective or

methods negated or contradicted one or more of the criteria established for goals 1 and 2. These segments were considered to be detrimental and may have left the children with misunderstandings, misconceptions and negative feelings towards the culture and language.

One other issue should be clarified here in relation to the evaluation and categorization of Spanish speaking segments. Although we accept the fact that all people must be sensitive and accepting of other peoples cultures, we are operating under the proposition that in the early years the children must be reinforced and be brought to a positive and clear understanding of their own identity and cultural heritage, before they can begin to become aware and understanding of other peoples life styles and values. That the two can be accomplished concurrently is accepted as a possibility, but other variables enter into the picture. For example, it cannot be denied that the Chicano has been deprived of his culture by being denied access to learning about it through the mono-lingual, mono-cultural school system in the United States. That is not to say that we are culturally deprived, but it is to say that due to the lack of culturally relativity of the schools, we have over 100 years of misinformation, misconceptions, lack of knowledge about ourselves, our history, our people, our language, to correct, change, research, develope, accept and reject, before we can objectively and realistically learn about other people. We also have to correct the misinformation and misconceptions that have been taught to us about other ethnic groups. In addition, we have to correct and change the attitudes and misinformation that Anglos themselves, have about us and other ehtnic groups. (Ethnic groups for purposes here can be defined as Chicano, Puerto Rican, Native American, Oriental and Black only because these seem to be the groups that SS has addressed.)

The foregoing was by way of explanation that if in our evaluations

we seem to be as culturally bound and exclusive as we accuse others of being, it is only because there is so much confusion, misinformation, misconceptions, and misunderstandings that are prevalent about Chicanos, that special efforts must be made to correct them. Only if a firm and positive foundation has been established in the children do we feel we can begin to introduce them to other cultures. Just how his can be done must be the object of research, some of which is now being conducted in various areas throughout the country. However, this and other types of research must be completed before we can seriously begin an attempt at curriculum development for SS.

General points that were taken into consideration in the evaluation of each Spanish speaking segment:

1. Was the objective easily descernible, especially for the children?

2. Was this objective consistent with the overall goals of the program?

3. Was it consistant with the Instructional Goals of the season?

4. Was the objective and method, i.e., dialogue and actions, within the intellectual and emotional age range of the 3-5 year old?

5. Was there anything in the presentation that distracted from or neutralized the achievement of the stated objective?

6. Did anything in the segment negate, dilute or contradict any of the other Instructional Goals that were not stated as part of the particular segment?

In addition to these points, and in keeping with the objective stated previously, the Spanish speaking segments were evaluated for the following characteristics:

A. Assisting in providing reinforcement of a strong sense of cultural identity and self-pride in Spanish speaking children.

1. Did the segment approach the Spanish speaking children from a point of view that they are 'disadvantaged,' 'deprived', or in any other way inferior and therefore have to be educated, enlightened or changed in any way?

2. Is it clear that the characters are Chicanos or do they just appear to be some unidentifiable "Latin?"

3. Are the incidents such that the children can recognize them as part or their own home or community life?

4. Do the Chicanos and Spanish speaking children have active parts in which they make decisions, find solutions and generally have success experiences?

5. Are the Chicanos presented as followers or leaders in relation to people from other ethnic groups?

6. Are the situations stereotypical, e.g., guitar strumming, always happy fatalistic, irresponsible?

7. Is the segment a translation of an English Segment or was it designed with particular cultural and linguistic implications in mind?

8. Does the method utilize the full potential of the objective to present some perception of the culture and value systems of the Chicano?

9. Does the segment indicate that research has been conducted and utilized as to the learning styles of the Chicano?

10. Are the dress, actions or method of speakin exaggerated?

11. Is the Spanish language used as though it is part of everyday life to be used at all times by all ages and for any level of discussion and not only for certain occassions, e.g., to express anger, fear surprise, hostility?

12. Are the characters those that the children will recognize in their own family and community?

13. Are the Spanish words spedded and pronounced correctly by all members of the cast?

14. Are the music and songs ones that the children will recognize? Are the songs translaitons of English songs?

15. Do the children and cast present a feeling of pride in looking, being Chicano and in speaking Spanish?

16. Is the overriding cultural and value system Anglo or Chicano?

B. <u>Developing an appreciation and understanding of the Chicano culture by viewers of non-Spanish speaking background</u>:

1. Do non-Spanish speaking members of the cast take part in segments that are developed for Spanish speaking persons?

2. Do they make any attempt to speak Spanish?

3. Do they speak it correctly?

4. Do they have an active part in the presentation of Spanish speaking segments without dominating or neutralizing the dialogue and actions of the Spanish speaking cast?

5. Is the impression given that all people can speak Spanish and can speak it correctly?

6. Do the non-Spanish speaking members take part in situations related to the Chicano, e.g., participating in holidays, eating their food?

7. Do the nonSpanish speaking cast treat the Spanish speaking members with respect, not upstaging them, interpreting or correcting their Spanish or insisting that English be spoken since they cannot speak Spanish?

8. Were the songs in Spanish, i.e. corridos, etc., translated into English so that everyone could learn about the cultural and historical implications of the song?

9. Does any presentation of heros, heroines, historical figures, also include people held in esteem by Chicanos?

10. Do "People in the Neighborhood segments" also include people who are identifiably Chicano or Chicana, and are they in roles in the neighborhood that are familiar to the Chicano children?

In addition to the criteria mentioned above, we also documented the amount of time allotted to each Spanish speaking segment. This time was tallied for each program and has been included in this report on a weekly basis.

Spanish Segments

Positive

The segments that were noted because they were culturally relevant include the following:

Segment Description	Objective	Program #	Comment
Luis Sings	Family	435	Luis sang about members of the extended family that are not usually mentioned on SS.
Fiesta	Social Interaction	438	Some films of Cinco de Mayo were shown. This is an actual holiday and not a 'contrived' fiesta. Secondly, the people sang corridos and not translations of English songs.
Children playing baseball	Social Interaction		The children were choosing sides for a baseball game. They used their own Spanish pronounciation of their names and did not Anglocize them.
Girl/Guitar	G	425	The children's voices directed the drawing of a girl with a guitar. The children's dialogue was good because they used expressions and ways of speaking that are not used in contrived segments.
Yo	Yo		Girl talking to self repeating 'yo' imparting a positive self-image.

It should be understood that the cultural indicators of each segment were evaluated in relation to the SS segments. It is on the basis of these evaluations that further research must be undertaken that will eventually lead to production ideas and curriculum development that reflect the cognitive and

affective learning styles of Chicano children.

Spanish Segments

Neutral

Segment Description	Objective	Program #	Comment
Tigre	T	428	A number of words beginning with T were given in Spanish. More relevant words could have been tia, tio, tardiada, tortilleria.
Oso Olga Ogro Olla Oro	O		A number of words beginning with O were given in Slanish.
Luz	Luz		A light was turned on and off with someone saying 'luz'.
Nunca Nadie Nada Negative No	N	425	A number of words beginning with 'n' were given.
T	T (mauscula)	428	The letter T appeared on the screen with a male voice saying "Tmauscula".
Tres Monstros	Tres	429	Three muppet monsters kept counting themselves.

Spanish Segments

Negative

Segment Description	Objective	Program #	Comment
O Solo Mio	T	428 454	An animated man sang "O Solo Mio" which in itself is all right. However, a song taken from a music of Chicanos Mexicans, Puerto Ricans, Cubans would have been far more meaningful.
Maria Sorts Houses	Visual Discrimination	438	The children in this segment refused to speak Spanish although it was called for and Maria kept prompting them to do so.
Luis Sorts	Body Parts	438	The children again refused to speak Spanish even though they were prompted by Luis.
Suis Sorts Beach Objects	Visual Discrimination	430	The children again would not speak Spanish although the segment called for it.
Opera	O	438	The segment featured Viking warriors instead of Aztec or similarly related people. Ofelia, was also obviously Scandanavian.
Counting Pixilation	Counting		The opening and closing seconds of this segment showed an East Indian as the attention attractor rather than a Native American or Chicano.
Beso	B	433	The kiss was used in sexist manner rather than being used as sign of respect as it is used in the Chicano and Mexican cultures.

Spanish Segments

Negative

Segment Description	Objective	Program #	Comment
Enojada	Enojada	421	Oscar kept pronouncing the word 'enojada' very badly. Maria did not correct him. Also Maria made it seem as though Spanish was to be used only when one is angry.
Luis		Several Programs	Big Bird in particular, but all the non-Spanish speaking cast continually mis-pronounce Luis. They say "Loo'ees," instead of Luis.
Big Bird		419	Gordon called a boy who is named Enrique, Henry. In the Spanish segments, Enrique's name is Enrique and shouls remain so, pronounced correctly of course.
Luis/Gordon	Emotions		The song that Luis/Gordon sang was merely translated from English into Spanish. Many songs relating to the objective and also to the Chicano cultural background could have been used instead.
Mother Baby	NSO	444	A mother was dressing her child As she was doing it a male voice in the background sang "da,da,da" in a tune completely out of context with the Latina background of mother and baby.
Agua	Agua	448 450	Agua was pronounced "agwa" instead of the way it should be pronounced. This happened several times.

What are the characteristics of a segment that would be rated as sexist?

A segment would be rated sexist if any act within the segment presented the female in a role that is:

1. passive, does not take active and fuctional part in the development of the method or objective;

2. non-functional, useless, impotent and unable to better her situation without assistance;

3. hysterical, giggling in danger or under everyday situations;

4. continually traditional and stereotypical such as housewife, family oriented only, and productive only if married and/or with children;

5. cowardly, weak, unimaginative, undependable, unrealistically sweet, pretty, or adorable;

6. unintellectual, non-academic, low-asperation, docile, submissive;

7. a follower and dependent on others, especially males, for direction and fulfillment;

8. dominating;

Another aspect of sexism on SS is the number of segments in which there are no famales at all. These segments were too numerous to be listed below, but they have been accounted for in the overall tally of segment types on page (LFP-LMP). Still another dimension to be considered is the use of female voices (FV) as compared to male voices (MV). Male voices used as singers, narrators, counters, etc., performed throughout the segment. Female voices, on the other hand, usually said a phrase, e.g., "It's a bird," or sang one line of a song instead of narrating or singing throughout the segment. The few exceptions in which a female voice carried through will be noted later in the report.

The problem in the sexist segments was not with the objective. The breakdown usually presented itself in the method that was used to accomplish the objective. The Instructional Goals that were most often

neutralized or negated by the sexist methodology were those pertaining to Emotions, Social Units and Social Attitudes. However, it is conceivable that instead of trying to reorient existing segments, or produce new ones using the same Instructional Goals, it would be far more effective to design completely innovative goals concerning self-concept, values, personal qualities, potential, social attitudes as they relate to females. The nature of interaction between male and female, roles and functions should also be looked at.

Another female role and function on SS that needs to be discussed is the development of the Chicana as a model for the children to observe. That kind of situation does not exist. The only reasonable facsimile is Maria, who in and of herself is very effective but she does not seem to exude any sense of past or future on the show. To pursue this statement the following examples will be used. Susan and Gordon, both Black, are obviously married and have an apartment on SS. Luis, Chicano, has a shop that gives him roots. Hooper, male and White, has a store that plays an important part on the show. Even BB has his nest and Oscar his garbage can. Maria, along with Bob and David, appear intermittantly but regularly, but with no projection of direction or permanancy.

Recently, a new muppet was introduced. Her name was supposed to be Juanita and a description of her appeared in Script # . A muppet similar to the one described in the script did appear in February, but the segment was different that the one described in the script and she was not named Juanita. However, she has not appeared since.

On the following page is a list of the segments that were shown during Dec/Jan., that would be classified as sexist. A brief description of the incident that is considered sexist is also encluded.

Sexist segments (cont.)

Segment Description	Objective	Program #	Comment
People in Neighborhood I	Roles	400	All the people mentioned were males in supposedly male roles, e.g. fireman, policeman, postman.
People in Neighborhood II	Roles	449	The one female mentioned was a teacher which is a fairly traditional role.
Henson	8	423	No females in segment. All the other Henson segments are by far male dominated.
Favorite Game	3	429	Children were on the set. Gordon came in and called the fellas to play although there were several girls among the children.
Football	NSO	433	As the children were playing, a girl wanted to throw the football but she was told to let the boy do it.
Grover/Female AM	Like/ Dislike	445	Grover sings throughout segment while female muppet moves around not participating in song at all.
Native American	Life Style	448	Young girls do not do homework the way that the boy in the family does. This could give the impression that only male Native Americans should be academic.
Cavemen	EXIT	449 459	All males, no cavewomen.

Sexist segments (cont.)

Segment Description	Objective	Program #	Comment
Nancy Nanny Goat	N	425 450	Nancy is reduced to a nervous wreck by being degraded by her Nanny and another female narrator.
Girls Play House L. A.	NSO	428 438	Two girls play with doll house and furniture while female voice sings about growing up to be mothers.
Gone with the Wind Animation	W	429	The male sings while the female moves around passively and not participating in any positive way.
Magic Subtraction Animation	Subtraction	439	The princess is waiting, crying and helpless in the castle to be rescued by the handsome powerful prince.
Stalled Car	R	453	Animated figure had exaggerated female characteristics.
AM's	Near/Far	453	Male runs from female who is trying to sit next to him.
Queen of 6	6	454	Queen is unrealistic fairy tale rather than someone with whom the children can identify and transfer her attributes to themselves.
Man/Elephant	Problem Solving	449	Hysterical female cries her way through segment without offering any solutions to her problems.

Sexist segments (cont.)

Segment Description	Objective	Program #	Comment
Witches	Cooperation	450	Witches were unkempt and impotent; unable to make soup without each others help. Count and Mumford, on the other hand, are presentable and powerful.
Kiss Animation	NSO	449 450	A female kisses a man who falls on his behind and says 'bleh' (or something like that) in a very disgusted manner.
Beso Animation	B	433	A little girl kisses a baby who cries and yowls every time she does it. This in itself is not unusual since babies often do not like to be kissed and fondled, but it is part of a sexist pattern.
Names VTR	Imagination	423	No feminine names are mentioned.
Girl/Grocery	Remembering	424	The mother and daughter played the traditional house oriented role while the storekeeper was male.
Martian Beauty Animation	9	424	The weird female Martian is completely useless. Her saving grace is her 'beauty'.
Lonely n Animation	n	425 450	The lonely female 'n' stands useless and passive on the hill until the male comes along to provide companionship for her.

Sexist segments (cont.)

The segments below are examples of ways in which females are presented in non-traditional roles in a more positive light.

Segment Description	Objective	Program #	Comment
Country Song	J	423	Women in the family of J had unusual roles and jobs.
Violet	V	429, 430 455	Violet plants 'V's that grow into a garden.
Girl Drawing	Aspirations	454	A girl was drawing and talking about her aspirations that imply she will be important in the community.
2 AM's	Cooperation	459	One female and one male muppet cooperate in reading without one being smarter than the other.
Yo (Spanish)	Yo		A girl looks in mirror and repeats yo, yo, yo. She presented a positive self-concept.

What are the characteristics of a segment that would be rated as violent?

A segment would be rated violent if any act within the segment included an action in which someone is hurt or there is the potential of someone being hurt and this fact is ignored.

It also included the destruction of one's own or someone else's property without justification or retribution.

These acts would be considered violent if they were out of context in relation to the specific objective or the overall Instructional Goals concerning Emotions and Social Interaction.

The segments can be classified as follows:

Physical violence: includes people being hit by someone else without justification, people falling down, being run over, smashed, crushed, things falling on them, etc. while at the same time the situation is ignored as though the person (animated or live) is not or could not possibly be hurt.

Psychological violence: includes threats of violence, intimidation, hostility, derogatory name calling, unnecessary use of monsters or objects intended to be frightening simply for the sake of being frightening and which might produce unnecessary or unrealistic fears in the children.

Below is a list of segments that were shown during December and which contained incidents classified as violent.

Segment Description	Objective	Program #	Comment
Jamming June Bugs Animated	J	423 448	While presenting the letter 'J' a judge hits a man on the head with a gravel smashing him to the ground. The man revives as the segment continues, uneffected by the blow. (Physical)
James Twins VTR	NSO	428	A group of people are cowed into submission by twins who have a reputation of being mean and tough. (Psychological)

Segment Description	Objective	Program #	Comment
Gangster Carrots L.A.	More/Most	433	Implied physical harm and threats are used to intimidate a man if he does not get more/most carrots for the gangster's rabbit. (Psychological)
Gangster Alpha. L.A.	Alphabet	435	Implied physical harm if man does not recite alphabet correctly. (Psychological)
"Boss" sends man looking for '20' L.A.	20	434	Intimidation used as vehicle to send man looking for '20'. (Psychological)
Nanny Goat Animated	N	425	Degrading and insulting name calling reduces Nanny to a "nervous, nailbiting" mental wreck. (Psychological)
Kermit/CM VTR	Emotions	420	Kermit gets angry though he has stated he has no use for the disc that C/M ate. (Psychological)
Avalanche Animated	A (Span./Eng.)	420	An avalanche of things beginning with the letter A fell on a man. He recovered without any ill effects. (Physical)
Wilbur Animated	W	433 450 459 460	The W throws a man flat on his back; a fall which would have seriously hurt someone. (Physical)
Glue Animated	G	435	A bottle of glue falls on a boy. The segment continued as though nothing unusual had happened. (Physical)
Goat Animated	G	435	A goat butted a man on his behind knocking him down. (Physical)

Segment Description	Objective	Program #	Comment
O rolls over cowboy Animated	O	438	The letter "O" rolls over the cowboy flattening him. He gets up and continues talking. (Physical)
Alligator Animated	A, a	420	Alligator chased and ate man. (Physical)

Although it was not a pattern, or was it consistant, there were some segments that presented certain ethnic groups (specifically Orientals and Blacks) in situations that were stereotypical of some existing racist attitudes. These are listed below.

Segment Description	Objective	Program	Comment
Gong Salesman		410	Gong salesman spoke in an accent bordering on the Charley Chan way of speaking. This is a stereotyped view of the way Asians speak.
		420	The phrases "Hong Kong Hangnails" and "Hungarian Measles" were used to express exasperation or disgust. This may seem inocuous, but in a time when nationalist and racist feelings are polarizing society, it is incumbent upon SS to exercise more prudence than these statements would indicate. Similar remarks in textbooks were partly responsible for the School Walkouts in East Los Angeles and the Harbor Area of Los Angeles in 1965. They have also been the basis for protests against movies and the television media.
Shapes	Shapes	448	R. Franklin jives his way through a lesson on shapes while the white professor tries to make him serious about a learning experience. Although the segment by itself may be cute, it reinforces attitudes among the larger society that the Blacks are musically inclined while the Whites are intellectual.

SCRIPT # _____ ( ) PROGRAM DATE _____ PROGRAM REVIEW ___

PAGE # _____

GT # TYPE	STATED OBJECTIVE (NSO)	COMMENTS ON METHOD	TIME SPAN.	FV MV	LFP LMP	BR BL	WH OR	VIO. SEXI	CULT RAC.	AUD. PART.	CHILDRENS RATINGS

Definition and Explanation of Symbols on Research Instrument

SGT # - Each segment has a number which was recorded.

TYPE - Includes such items as VTR, L.A., FILM L.A., HENSON, POVERTY, etc.

STATED OBJECTIVE - Each segment should have an objective which was taken from the script. If there was no objective on the script than an attempt was made to glean it from the segment as it was viewed and then recorded.

NSO - No Stated Objective.

TIME - All Spanish-speaking segments were clocked and the time recorded.

SPAN. - Spanish Segment.

FV - Female muppet or female voice singing, narrating, counting, etc.

MV - Male muppet or male voice singing, narrating, counting, etc. No attempt was made to correlate ethnic background of muppets or voices as they were used on the show. In another section, all regular live performers and muppets are categorized according to ethnicity and sex.

LFP - Live Female Participation - any live female in a major role that develops the method or accomplishes the objective.

LMP - Live Male Participation - any live male in a major role that develops the method or accomplishes the objective. Live performers were grouped according to ethnic background which included BR (Chicano, Puerto Rican), BL (Black), WH (White), ORI (Oriental). A special note had to be made under comments if it was a Native American or any other ethnic group.

VIO - Segments in which incidents of violence occurred. (See Characteristics of Violence)

SEXI - Segments in which incidents of sexism occured. (See Characteristics of Sexism)

CULT - Segments in which incidents of culturalism occurred. (See Characteristics of Spanish-speaking segments)

RAC - Segments in which incidents of racism occurred. (See Characteristics of Racism)

AUD. PART. - Segments in which incidents of Active or Inactive Participation was solicited from the children. (See Characteristics of Children Participation.

RATING - This section is reserved for the children's rating of the segment. This data will be taken from the Children's Observation Sheets.

On the following page is a breakdown of the number of times that an incident occurred in a particular segment related to any aspect of the social-cultural study. The purpose of the breakdown is solely to provide reinforcement for that study. However, certain features need discussion. For example, the difference in the number of males who are used in all aspects of production as compared to females is so blatant that it cannot be ignored. One aspect that this breakdown does not reflect is the low number of Chicanas, Puerto Ricanas, and Latinas that are used in comparison to White females. This is also true of the Latinos and White males. The overwhelmingly predominant ethnic group was White with the Orientals trailing far behind.

One segment that is not reflected in this chart is from Program 448, Segment 35. This was about a Native American family; the focus being on a little boy going to school. This was the only segment that was devoted to Native Americans during the time we reviewed the show.

The timing of the Spanish segments was done in two ways: 1) from the script, if the segment was a rerun; or 2) by each reviewer timing each segment as it was shown. If there was any doubt as to the specific time, an additional three to five seconds were added to the estimate to give SS the benefit of the doubt. This occurred in Programs 425, 430, and 439.

The collection of data had many limitations; one of them being that the viewer was also looking for many other aspects while at the same time trying to keep as accurate an account as possible. Nevertheless, it does serve to highlight the pattern of ethnic and sexist presentations that are described later in this report.

DECEMBER 1972

Programs:	Spanish Time	FV / MV	LFP / LMP	BR / BL	WH / ORI	VIO / SEXI	CULT / RAC	AUD / PART
422, 423, 425	4:21	24/187	67/124	31/61	92/10	5/15	0/0	1/2
426, 427, 428 429, 430	7:45	26/172	52/113	38/59	86/4	5/9	1/0	1/1
431, 432, 433, 434, 435	4:55	38/234	41/90	16/31	63/8	8/1	0/1	3/9
438, 439, 440	8:05	20/117	25/58	11/35	36/5	1/1	0/0	0/3
Dec. Total	25:06	108/710	185/385	96/186	277/27	19/26	1/1	5/15

JANUARY 1973

Programs:	Spanish Time	FV / MV	LFP / LMP	BR / BL	WH / ORI	VIO / SEXI	CULT / RAC	AUD / PART
443, 444, 445	3:15	16/157	28/40	19/22	37/0	1/0	2/0	2/2
448, 449, 450	5:00	12/60	36/64	13/27	29/2	3/5	0/0	0/2
458, 459, 460	:55	18/111	19/46	14/23	23/1	1/0	0/0	0/7
Jan. Total	13:45	46/328	83/150	46/72	89/3	5/5	2/0	2/11
GRAND TOTAL	38:51	154/1038	268/535	142/258	366/30	24/31	3/1	7/26

Observation; Research Objective

The Children's Television Workshop and the Chicano Studies Center entered a contract for a period of one year to conduct research on the Chicano child, his perceptions, reactions, and actual learning from the Sesame Street television programs. The instructional goals and the format of the Sesame Street curriculum were evaluated, and recommendations for changes and additions were advanced to CTW based on the results of the observation data. The research was governed by a series of assumptions. For example, the experiences in a child's early years, ages 3 to 5 are normally a crucial time when the child develops a readiness and capability to learn. "Educability" has three basic components which are very important in a pre-school curriculum. They are:

1. Cognitive skills - The ability of the child to recognized and label objects, to count, to name letters of the alphabet, (to pick out colors), to talk and ask questions, to see relationships and to generalize.

2. Motivation to succeed in school - An acceptance, on the part of the child, of school as a reasonable place to commit one's energy and effort--development of a desire to learn and to succeed in the sort of things the school experience represents.

3. Preparation in the childs acceptance of the role of pupil. The ability to recognize one's relationship to the school and its rules, to the teacher, and to learning; learn to adopt an initiating, assertive approach to the world of information, to attend to tasks and persist in them.

The teaching techniques in the Sesame Street program, as outlined above were of principal interest throughout the Center's research. Further, the Chicanos experiences in school and at home are different from non-Chicano children. The transition from home to school can be more difficult. This is a situation that needs

to be addressed in order to procure the Chicanos success in school. The objective should be, however, to influence the teaching instituttions to gear their teaching methodology and environment to coincide with the home experience, creating a realistic and comfortable setting for all children. This, however, is not forseen in the near future. Therefore, one must see how the Chicano child can survive in the present environment without impairing his educational career.

Thus, the concepts presented on the Sesame Street program (preparing the child to become a social being, in school and in society) were carefully reviewed. There was a special concern for the Spanish segments for they held a promise of an experience the Chicano child could possibly identify with.

When reviewing the Spanish segments, special emphasis was placed on the following factors:

1. Is Sesame Street a valid educative medium?
   a. meant only to entertain the child?;
   b. to entertain and educate?
   c. do the entertainment and educative goals include Chicano cultural aspects?
2. What is the situational function of the Spanish language in the presentation given in the Spanish segments.
3. What is the attitude projected towards idyosincratic differences of the Spanish speaking community?
4. The functionality and appropriateness of the methods and goals vis-a-vis the needs of the Chicano child.
   a. Appropriateness of program's contents to the cognitive level and cultural background of the pre-school viewer.
   b. Sesame Street's awareness of a multi-cultural audience, and the manifestation of a correct knowledge of Chicano culture, hence allowing for a spontaneous identification from the part of the Chicano child.

One of the CSC Program's considerations, when gathering and interpreting data, was contemporary implementation of technology in the everyday life of the child, and the role of television and other mass media, in the education of the child, in our case of interest, the Chicano. When delving into different areas of concern to the Sesame Street Program, the above listed factors were continuously kept as the object of our observation.

Although the Children's Television Workshop implemented some of the Chicano Studie's Center's suggestions, there are four points that continue to require serious consideration:

1) To avoid literal translations of English segments, that are to represent a cultural aspect of the Spanish speaking community.

2) To conceive bilingualism not as an ad-hoc mixture of the two languages - English and Spanish. The language can be presented in the following ways:

   a. The Spanish language as functional in itself
   b. The "manner of speech" of a given region (Chicano, Puerto Ricans, Cubans, etc.)
   c. English and Spanish are used simultaneously only when representing a way of speech of a given group.

3) To pay careful attention to how culture is represented in the segments.

4) To provide additional time of the Bilingual and culturally relevant segments on all the Sesame Street Programs. The studies conducted showed an average of Spanish segments: time of Spanish segments did not exceed five minutes in a given program, some programs only had 36 seconds or 1 minute of Spanish segments.

Observation Instrument and Procedure

The measuring instrument used in gathering the Chicanitos reactions to the Sesame Street Program was designed by the Children's Television Workshop. The description of the method, which the observers followed daily helped to record accurately the information needed.

The Observers were to:

a. Pre-view the Sesame Street Program daily before the observation hour.

b. Try to evaluate the immediate "relevancy" of the bits on the Chicano.

c. Judge which of the segments were positive and/or negative in relation to developing a positive self-image.

d. Attempt to indicate the "why" of the children's activities during the observation. (to avoid a very subjective response the observer was to support her comments.)

e. Expand the description of the segment's content.

Special attention was placed on segments presenting a concept. A one-page review on their impressions was written. This aided the observers in separating the children's attentions and reactions from their own. This method was added, also, to help in the evaluation of the Spanish segments.

During the observation hour the observer was to be seated in a position facing the children in order to watch every reaction. The program was viewed daily by the children while the observer listed and described the children's reactions, attention, actions and non-actions to the individual segments. To elicit a natural response on the part of the children the following factors were carefully

carried through:

1) There was no interaction between the observers and the children during the program viewing hour.

2) The children were allowed as much freedom as safety permitted short of leaving the room.

3) If the setting became too disruptive the observer was to begin anew.

4) They were to note any environmental influences and surrounding events or occurrences that may have resulted in "disturbances."

The symbols used in recording the children's reactions to each segment of the Sesame Street Program, are part of the Children's Television Workshop Research Module (following is a description of the symbols used in the observations.) Overall, the symbols used were clear and helpful in recording the information needed. The additional comments made by the children regarding the segment were also included. The symbol, "Zombie" (Z), however, proved to be inaccurate and confusing. The children watching the program quietly and with no expression could be rated as a "Z" when he/she should have been rated as attentive. In many cases, children were sitting watching quietly without expression, but this time were rated as "Attentive non-verbal" when they should have been rated as "Zombies." Either more precise definitions must be delineated for the two terms, or the criterai for deciding which one applies to each case must be determined. As the format is presently defined, it is impossible for the observer to do anything more than make a subjective observation regarding the child's actions. This type of errors of measurement were common throughout the project and should be dealt with.

In addition, to the observation, after the program viewing, the observer tried to elicit responses from the children regarding the show they had just viewed. The purpose of this was to develop a good rapport with the children to aid them in responding naturally. (The concepts presented on the program* were reinforced to help them progress in their learning.) Before the observation the following day, a short question period was held to see if anything learned on the program was carried through in their daily activities.

*This was not done during the testing period.

Copies of the observation forms used for recording the data are enclosed In the appendix. The forms were changed for the second Observation period and proved to be of more assistance to the observers in recording their data.

GROUP OBSERVATION SYMBOLS

Observations are usually taken in groups of two to five preschoolers and recorded separately for each child, for each segment of the program. Whenever possibile, the observer records a complete description of the child's relevant verbalizations and actions during each film segment. In addition to recording the precise behaviors observed, the behavior during each segment is coded as follows:

Attentive Non-Verbal (AN)

The child is watching the TV quietly, giving the program his full attention. No verbal responses. Record any relevant observable behaviors.

Attentive Verbal (AV)

The child is watching the TV, giving it his full attention, and says something relevant to the program. If it is possible to distinguish what is said, the exact words are recorded (i.e. "school bus" or "mano" (in Spanish) or "look at Big Bird"). Record any relevant observable behaviors.

Intermediate Position between Attentive and Inattentive (a)

The child is watching but is very easily distracted by observer, noises, other children, etc. or just continually glances at TV and away again.

Inattentive Non-Verbal (IN)

Complete inattention--Child is not watching the TV, but is not speaking. Observer records what the child is doing, especially his interaction with other children (playing with toys, fussing with clothing or touching a peer)

Inattentive Verbal (IV)

Child is not watching the TV set and is talking about something which may or may not be relevant to the TV program. If his conversation is relevant, try to record it (e.g., "that's Big Bird Talking"). Examples of irrelevant conversations are "When is lunch?" or "Give me those crayons." --do not record

Distracted (D)

Child is inattentive due to some kind of special event that attracts his attention. Or, the child leaves the immediate area of the TV to do something else. The distraction is noted, as well as the child's reaction to it (i.e. child runs out of the room; attention to a visitor; child walks over to toys, games or books which attract his attention).

Zombie (Z)

The child stares at the TV, as though in a trance. He makes no sound or gestures.

Observation Sites

The Observation Sites were located in the East Los Angeles Community. In the selection of each observation site the following factors were considered:

1) Geographical location
2) Linguistic pattern of site
3) Adequate facilities of Centers
4) Economic status of the families
5) Children ages three to five living in the vicinity

The community and Head Start centers involved in the Observation periods were:

Phase I: February, 1972 to June, 1972

Eastmont Community Center - Observer, Ms. Margie Porras
Court Head Start - Observer, Maria Elena Eichwald
Highland Park Head Start - Observer, Lynn Ehrlich
Sylvia Garcia (Summer)
Oceanside Community Center-Observer, Erlinda Mungaray
Lynn Ehrlich

Phase II: July, 1973 to February, 1973

Eastmont Community Center - Observer, Mrs. Margie Porras
Casa Esperanza - Observer, Mrs. Gloria Rangel

All the centers except the Oceanside Community Center are located in the center of East Los Angeles. The linguistic pattern vary in these communities, however, the majority of the Chicanitos in the groups were bilingual, the others were monolingual English and/or Spanish. The Geographic locals were carefully selected to gather a sufficiently varied population.

The Centers facilities were also considered, needed for the Observation was a (secluded) room separate from the on-going activities. Television sets were required, however, most of the centers did not own a television set. The Children's Television Workshop furnished the Chicano Studies Center with the Audio-Visual Equipment needed to conduct the research.

The cooperation of the Centers was immediate and enthusiastic. Meetings were held with the parents of the children in the community, they became involved in recruiting children for the Sesame Street Research Program. The purpose of the research was explained. The parents were assured that the children were not being rated on their performance but that the Sesame Street Program would be evaluated on their responses. An opportunity of a different education program for the children was seen and sufficient help was given the Sesame Street Research Program and the administrators.

Aside from the daily observation groups the Community Centers allowed parents meetings and in the Eastmont Community Center, classes were conducted for the parents during the observation hour. The communication with the parents was constant, they were very interested in the program and their childs participation.

Observation Groups

The main objective of the Sesame Street Research Project was to measure the Chicano children's reactions to the Sesame Street Program. Four groups of five (5) children in each were organized. The groups were housed in different locals in the East Los Angeles Community for the purpose of gathering a sufficient linguistic variation. The children were carefully selected, the following guidelines were considered.

1) Children must be of ages 3 to 5

2) Linguist background: bilingual or monolingual - English/Spanish (a complete description of each child's background is presented in the Testing report.)

3) They were not to attend any educational program

4) Preference was given to children who needed to be involved in a program where they were exposed to a daily learning experience and children their age.

The observers and Project Coordinator met with the parents and explained the purpose of the program. Their commitment was needed to asure the child's daily attendance.

The children's enthusiasm grew as the SSR Project continued. This also encouraged the parents participation and cooperation. Programs such as the Sesame Street Research Project are needed in the East Los Angeles Community as an assistant instrument in their education. The parents are able to view the educational mean and the effects one television program has on their children.

A file with background information on each child involved in the program was forwarded to Trish Hayes, Children Television Workshop. The file covering the background of the nineteen children who took the examination is included in the testing report.

The children's performance in the test administered did not reflect their attendance or attentiveness during the entire Observation Period.

Testing Report

A special test was designed by Judy Lukoff, employee of the Children's Television Workshop. The test covered Shows #396 to #405 of the 1971 - 72 broadcast season and Shows #406 to #415 of the 1972-73 broadcast season. A pre and post test was administered to measure the effectiveness of the above four weeks of programs. Nineteen subjects were tested. The test was designed to include the following factors which were represented in the four weeks of programming.

Numbers

Counting - English and Spanish
Matching, recognition and labelling of numbers 1 to 10.

There were sufficient segments in the total number of programs representing the above factors related to the visual conception and cognitive knowledge of numbers.

Letters

Recitation of alphabet
Matching, recognition and labelling of selected letters.

Although the programs contained a large number of segments covering the concepts of letters, the childrens performance in learning the letters was weak. The problem did not exist in the rote recitation of the alphabet but rather in the matching, recognition and labelling of the selected letters for the test. The programs presented very good letter segments covering more than one instructional goal and allowing the childrens active participation. Among the segments rated exceptionally well in the rating taken from the childrens observations were:

Show	Segment
#396	#9 - Written D in the Sky
	A child visualized the letter; how it

Show	Segment
#396	#9 - (cont.) was drawn and was able to imitate the action. This created a complete picture in the childs mind. In the test the children matched the letter D to its equivalent correctly.
#397	#22- D-live and animated
#398	#3 - Big Bird C - Again this segment kept the childrens' attention and allowed their participation in more than one way. If the child is able to perceive a concept using more than one of the senses, the image will be engraved.
#401	#11 - Polly-Grover Alphabet #12 - Alphabet Chant #13 - U-ukulele The children were attentive throughout these segments and responded verbally.
#402	#3 - Big Bird alphabet - Rated very good not only because of the childrens reaction but because of the manner of presentation. #29 - Luis shows that he likes the letter T. This was a very good Spanish segment and letter segment. It presented various foods, the names of the foods began with letter T. For example Taco, etc. Luis's performance was enthusiastic and the Chicano children could refer to the concept being presented and other children learned a facet of a neighboring culture. The only flaw was the ending of the segment with an English word, not permitting the Spanish language to be functional.
#404	#3 - Spelling of Sesame Street formation of the letters. Good attention, good presentation. #8 - Question song - Grover and girl. Good attention, good presentation. #28 - Skywriter Q

These are a few examples of the segments presented to teach letters. Although there is an abundance of letter segments and the attention of the children is good there seems to be a lack of actual learning of the letters.

Sight Words

Go
Casa

The sight words were very poorly chosen due to the lack of representation os the above words in the four weeks of programs. For example:

Show	Segment
#414	#36, #38 - Casa de Oscar, The camera flashed briefly on Oscar's trashcan where the sign CASA DE OSCAR was posted.

Geometric Forms

Rocgnition and labelling of: Circle, Triangle, Square, Rectangle

These conc epts were represented in various segments. The following segments specially interested the children and were successfully presented.

Show	Segment
#397	#9 - The concept of square and circle were presented.
#398	#24 - Ernie defines Ball, Circle
#399	#30 - Sorting segment three squares and one rectangle
#400	#36 - Kinds make shapes
#403	#27 - Bushy twins tire- presents concept of a circle. This segment was rated very good.
#404	#16 - Rectangle Bridge A #26 - Shapes - Luis is sawing wood into various shapes.

Show	Segment
#404	#26 - This was a very good segment it captured the childrens attention.
	#36 - Bridge #8 rectangle, bridge B.

Rational Concepts

Sane/Different

Quantitative relationships: more/less
some/none

Size relationships: big/small smaller/smallest
big/bigger/biggest

Spatial relationships: Beginning/end

A sufficient number of segments represented the above concepts.

Classification

Form, Class, Size, Function

The children's performance was good in all the test questions that dealt with Classification. The following is an example of the segments presented in the four weeks of programs.

Show	Segments
#396	#3 (form) picture of boat matching parts with picture
	#26 (class) sorting eating utensils
	#33 Sorting by Class - food
#397	#21 Size 3 large boots, 1 small boot
	This segment presented classification in similar objects and the concept of large and small.
#399	#30 Sorting form, three squares, 1 rectangle
	This segment presented classification in

Show	Segment
#399	#30 (cont.) similar objects and the Geometric forms of a square and a rectangle.
#400	#14 Classifying, Quantity Spanish segment, good attention from the children.
#402	#39 Sorting (by function) musical instruction #24 Matching houses #3
#403	#26 Sorting (by class)

These segments represent the first two weeks of the testing period. There is an emphasis in classification in all the Sesame Street Programs. The test answers will show an understanding on the part of the children when dealing with the matching of similar objects.

The following Sesame Street Instructional Goals were those represented in the test administered. Although other goals were portrayed in the programs of the testing period there seemed to be an emphasis on testing the effectiveness of Goals II and III. These goals focus on the Pre-reading skills needed by the 3 to 5 year old child.

Instructional Goals:

questions

II. Symbolic Representation

#30,31 A. Pre-reading goals

1. Letters

a. Matching - A printed letter is shown to the child, he or she can select the identical letter from a set of printed letters.

#48-83 b. Recognition - The verbal label is given for a letter; the child can then select the appropriate letter from a set of printed letters. Only upper case letters were used in the test.

*Note: The subjects did not perform well in the recognition of letters. Often they would point to the correct letters following a pattern of choice, indicating guessing rather than reasoning.

#32-47 c. Labelling - A printed letter was given, asking the child to provide the verbal label.

2. Words

#31 a. Matching - Given a printed word, the child was asked to select the identical word from a set of printed words.

The subjects were very successful in the recognition of similar words. Only some varied in choice because of a similar letter in word--for example: matching is--so was chosen because of the "s".

#72,73

b. Recognition - Given a label for the words Go and CASA, taken from Sesame Street III word list (English and Spanish), the child was asked to recognize the word.

The 19 subjects did not answer these two questions correctly. The shows presented during the testing period did not have sufficient segments representing these words.

The word CASA appeared very briefly once on Oscar's trash can, but the camera did not focus specifically on the word. The sight words both in English and Spanish need to be presented in more segments if they are to be learned by the viewers.

#82

c. Recitation of the Alphabet - The child is asked to recite the alphabet.

Eight subjects showed improvement in receiting the alphabet.

B. Number Goals

1. Numbers 1-20

#3

a. Matching - Given a printed numeral the child can select the identical numeral from a set of printed numerals.

#17-24

b. Recognition - Given the verbal label for a numeral the child can select the appropriate numeral from a set of printed numerals.

#9-16

c. Labelling - Given a printed numeral the child can provide the verbal label.

#1-2

d. Recitation -

1. The child can recite the numbers from 1-20. The subjects were asked to recite the numbers 1 to 20 in English and Spanish. The majority responded to both questions.

2. Numerical Operations

a. Enumerative - The child can define a set or subset of up to ten objects from a larger set.

#68-71 C. Geometrical Forms (circle, triangle, square, rectangle)

1. Labelling - an object was shown in the shape of a circle, square, rectangle and triangle, the child was asked to provide a verbal label for the shape.

#64-67 2. Recognition - The verbal label was given "circle", "square", "triangle", or "rectangle", the child was asked to select the appropriate object.

III. Cognitive Organization

A. Perceptual Discrimination and Orientation

1. Visual Discrimination

#29 a. Matching - The child was asked to match a given picture to one of a varied set of pictures which is similar in form, size or position.

b. Recognition of Embedded Figures - Given a form the child was asked to find its counterpart embedded in a picture drawing.

B. Relational Concepts - The child can demonstrate his understanding of various relational concepts.

#29-30 1. Same/Different - This concept underlies all of the following relational concept categories.

#25-27
#79,28 2. Size Relationships - Big/Bigger/Biggest
Small/Smaller/Smallest
Short/Tall

#78 3. Quantitative Relationships - None, Some, More, Most, All, Less

#80-81 4. Temporal Relationships - Beginning, End

#29, 30 *Note: The children were better able to absorb the material when more than one Instructional Goal is identified, for example; letter identification and word identification.

5. The questions related to this Instructional Goal (29-30, 25-27, 27-79, 28-80, 81) were asked only in English. This was to control for the understanding of the words together with the concept in English. The majority of the subjects answered these questions.

correctly. However, questions 80 and 81 caused confusion due to the picture that was presented in relation to the questions. The picture was a series of children in a line from left to right, with the first child in line (shows child handing ticket to cashier) on the extreme left side of the picture. The younger children stated that the line went from right to left, disregarding the child with the ticket--only some of the older children gave an appropriate response based on their observation.

C. Classification (under Goal III - Cognitive Organization)

1. Classifying (which of these things belongs with these?)

Given three objects that define the basis of grouping, the child was asked to select an additional object that belongs in the same group on the basis of:

#77 a. size
b. form
#76 c. function
#75 d. class
e. quantity

There is sufficient representation of this goal in the Sesame Street programs. The individual subject's performances were very good, they were able to group objects that belonged together because of a similar function. Often the subjects chose the objects they liked rather than the correct one.

TESTING INSTRUMENT

The following is the instrument used in the pre and post test administered to the 19 subjects. Each question will be described and the instruction will also be included along with the picture instrument.

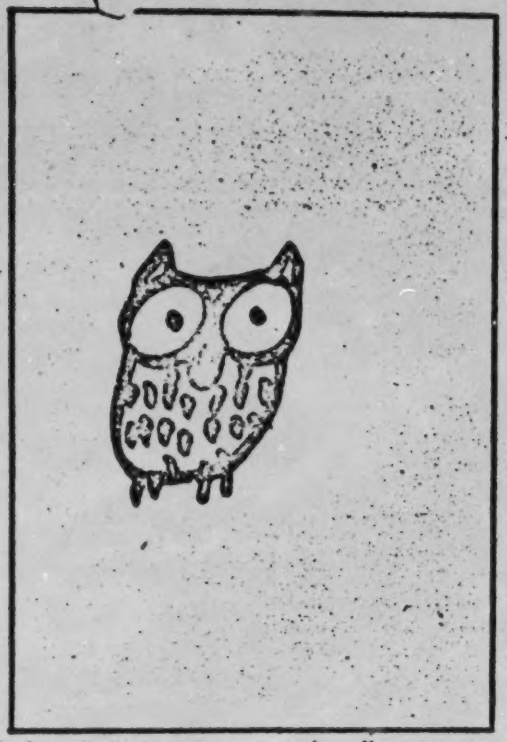
Test Questions

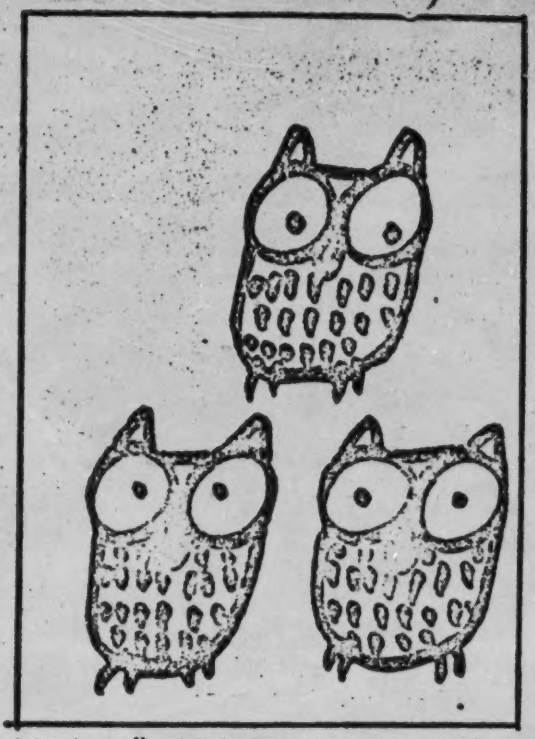
1. Can you count in English?
   (If the child hesitates, start by saying one, (wait) two, (wait).
   Circle the last number correctly reached in sequence.)

   1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

2. Can you count in Spanish?
   (If the child hesitates, start by saying uno, (wait) dos, (wait).
   Circle the last number correctly reached in sequence.)

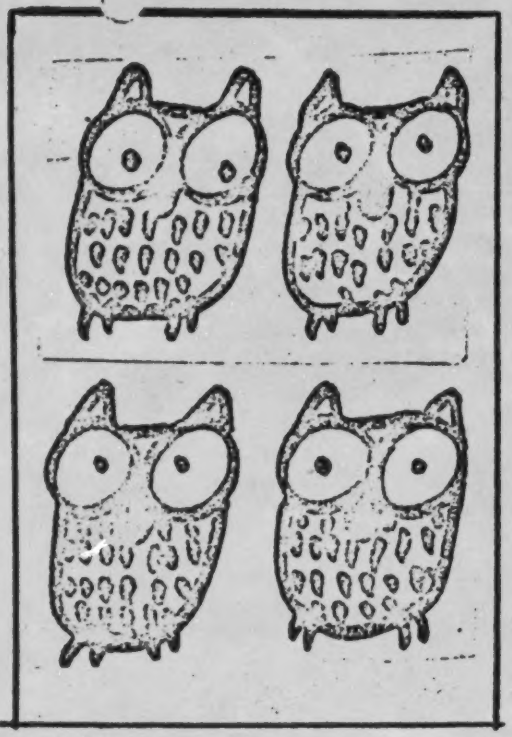
   1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

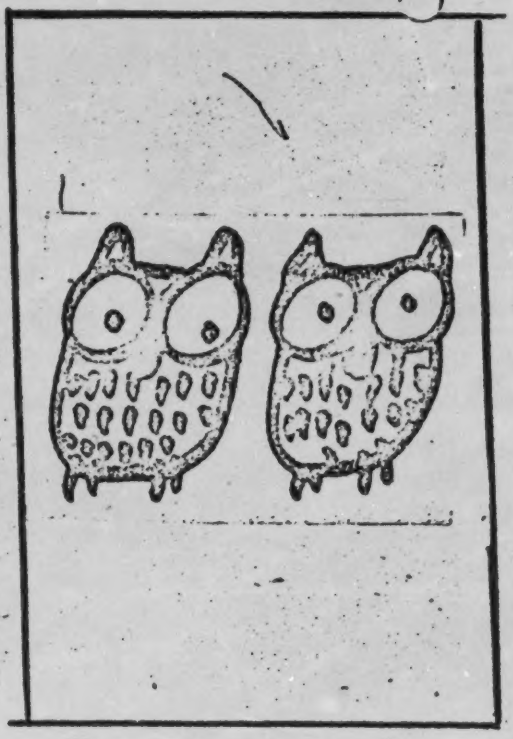




3. Point to each box. "Look at this box and this box." Which box has <u>one</u> owl?

4. How many owls are this box? Answer (3)





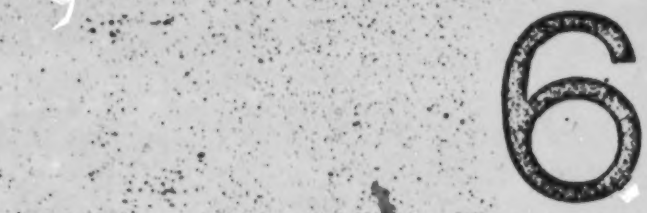
5. Point to each box. "Look at this box and this box." Which box has <u>more</u> owls?

Test Questions

Refering to Picture #2.

6. Which box has two owls?

7. How many owls are in this box?



8. Matching Look at this number. (Point to single number) Now look at this number, this one, this one and this one.

Which number is the same as the one here? (Point to the single number above.)

8 6 1 9 Answer is 6

What number is this?

9. (3)
10. (5)
11. (2)
12. (10)

The children seemed to follow a pattern of choice. Going from left to right, indicating guessing rather than knowledge. The pattern was changed to see if the child actually knew the answer. The answer was rated following the instructions of the instrument.

What number is this?

13. (4)
14. (7)
15. (1)
16. (8)

Note: The same comment is applicable in these questions

3 5 2 10

If any (questions 9 to 16) are incorrect, go on to Recognition Show me_____.

17. (2)
18 (5)
19. (3)
20. (10)

4 7 1 8

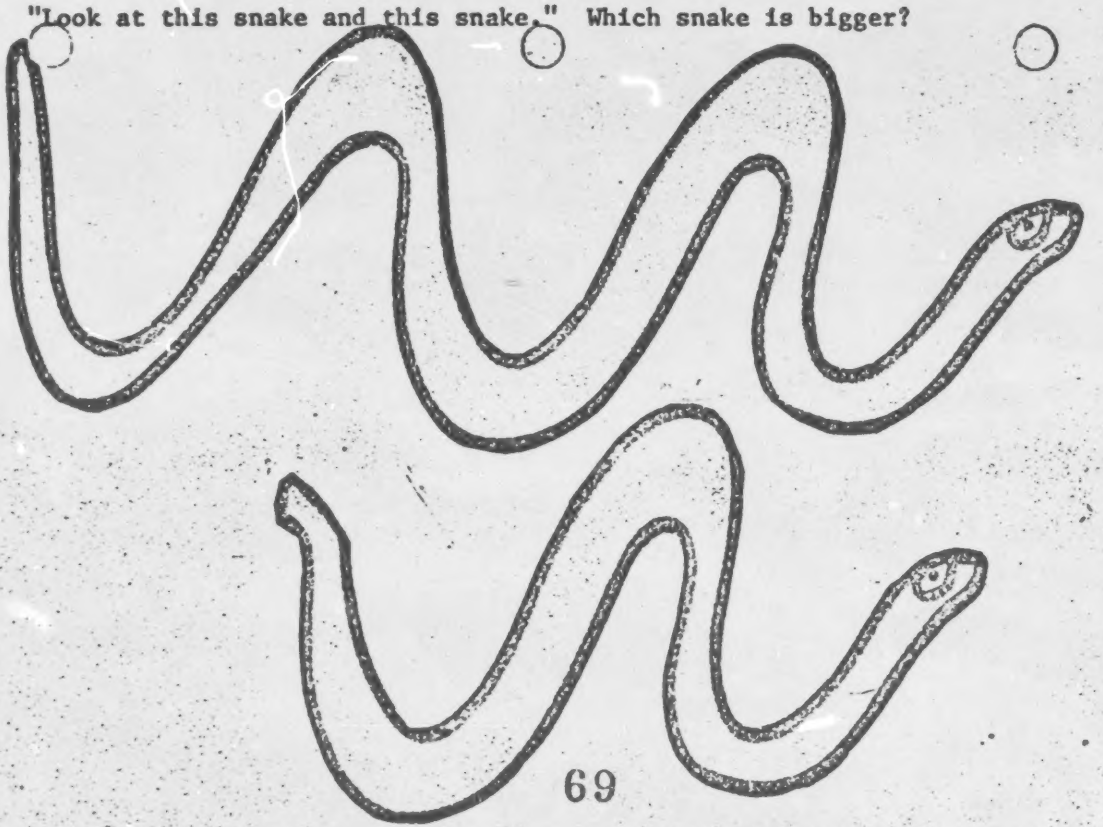
Recognition, continued Show me_____.

21. (1)
22. (4)
23. (8)
24. (7)

8

25. Point. "Here is one owl, here is another. One is big, one is small." Which one is big?

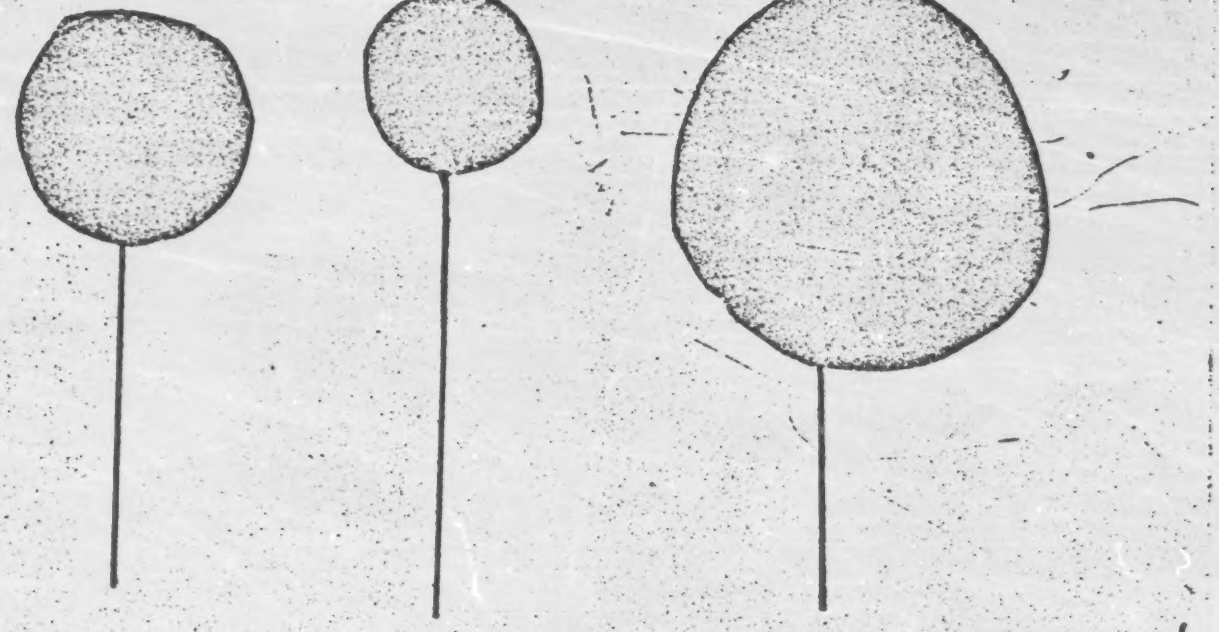
b 26. "Look at this snake and this snake." Which snake is bigger?



27. "Here are sone balloons." Which balloon is the biggest?

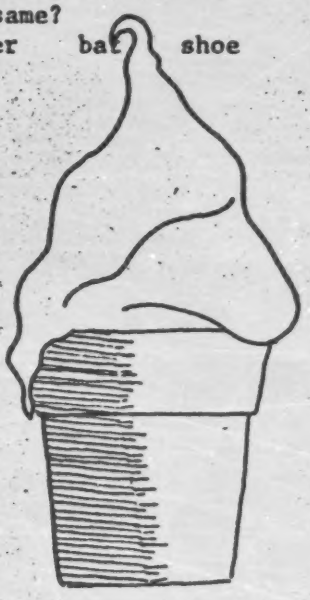
28. Which balloon is the smallest?

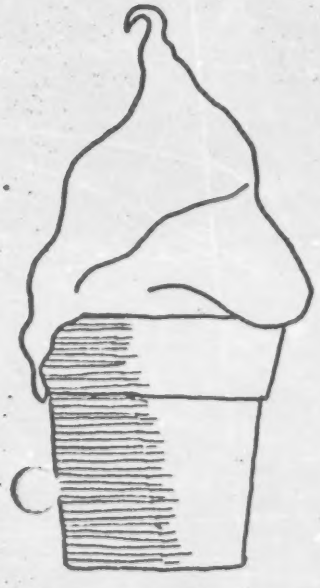
01



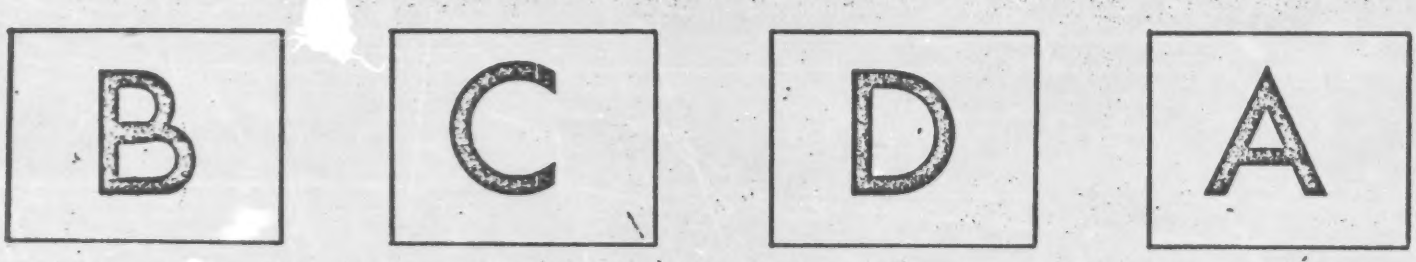
Matching. (Circle choice child makes.)

29. "Look at this picture. (Point to single cone) Now look at this (cone), this (flower), this (bat), and this (shoe)."
Which picture is the same?
(cone) cone flower bat shoe





30. "Look at this letter. (single D) Now look at these letters."
Point to each. Which word is the same?
(D) B C D A



31. "Look at this word. Now look at these words." Point to each. Which word is the same?
(IS) TO SO IS IT

Labeling Letters

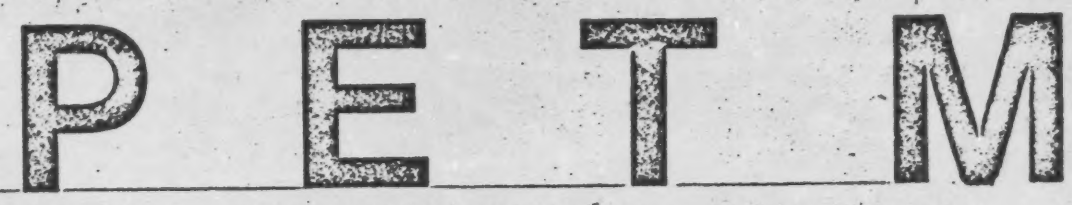
What is the name of this letter? or What's this? or What's this called? (Show only one letter at a time, cover other letters.)

32. (B)
33. (C)
34. (D)
35. (A)

36. (K)
37. (L)
38. (X)
39. (S)

71

40. (P)
41. (E)
42. (T)
43. (M)



L1

44. (W)
45. (O)
46. (R)
47. (Q)

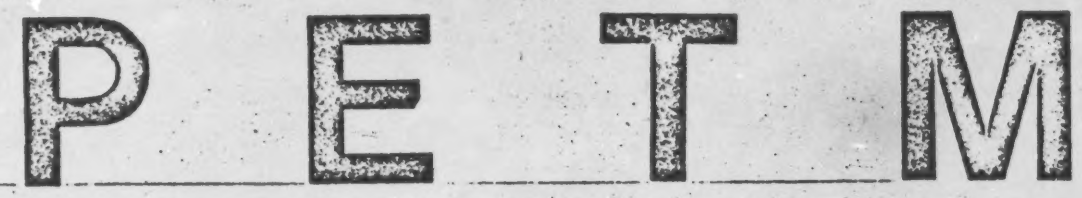
If any (questions 32 to 47) are incorrect, go on to Recognition
(Show me D, Point to D, etc.)

48.	(D)	B	C	D	A
49.	(A)	B	C	D	A
50.	(C)	B	C	D	A
51.	(B)	B	C	D	A

52.	(L)	K	L	X	S
53.	(S)	K	L	X	S
54.	(K)	K	L	X	S
55.	(X)	K	L	X	S

20

56. (E) P E T M
57. (P) P E T M
58. (M) P E T M
59. (T) P E T M

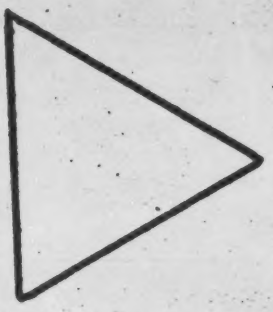


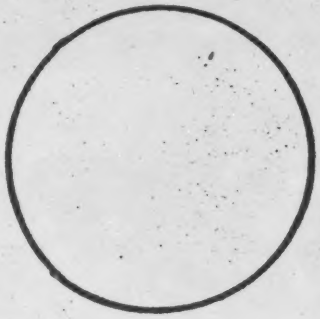
21

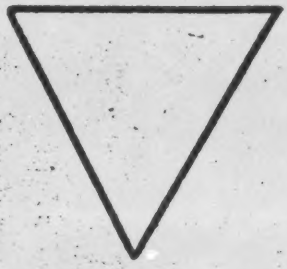
60. (O) W O R Q
61. (Q) W O R Q
62. (W) W O R Q
63. (R) W O R Q

77

22 **Recognition of Shapes** "Look at this and this and this and this."
(Point to each shape.)



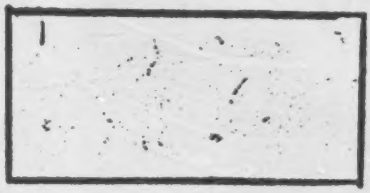


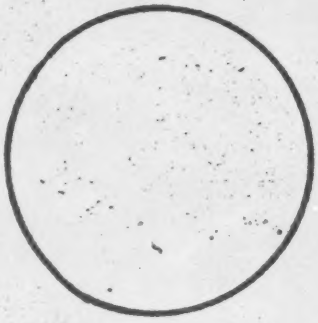


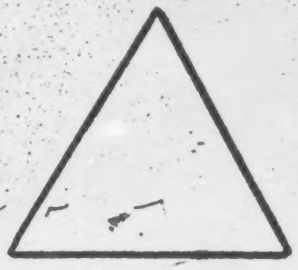
64. Which one is a circle?
65. Which one is a rectangle?
66. Which one is a triangle?
67. Can you find another triangle?

23 **Labeling**

68. What is this? (Rectangle)
69. What is this? (Circle)
70. What is this? (Square)
71. What is this? (Triangle)





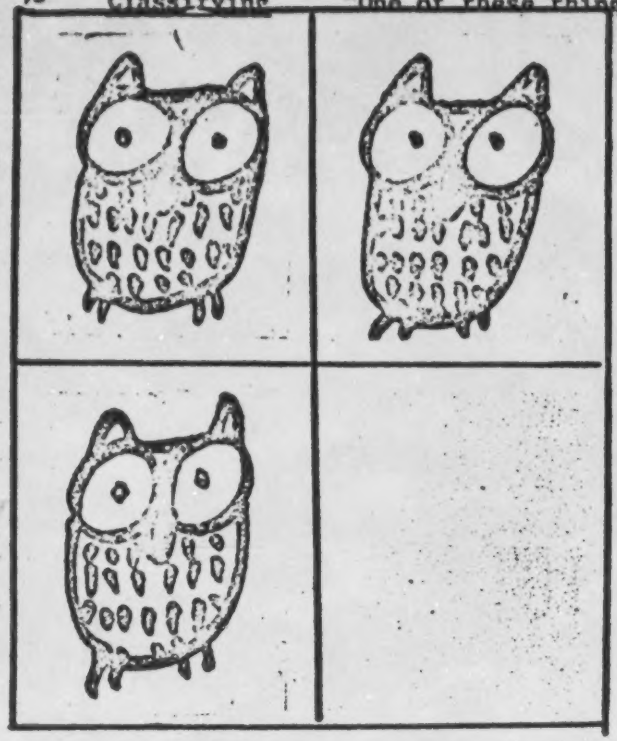


Sight Words "What is this word?"

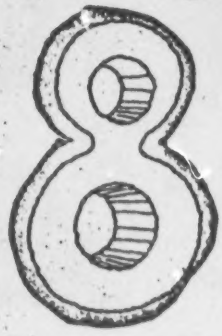
72. (GO)
73. (CASA)

There was a poor selection of these sight words, they were only represented once on the programs of the Testing period. The subjects answered these two questions incorrectly.

Classifying "One of these things is just like the others. One of these things belongs in this box." Which one belongs here?_____



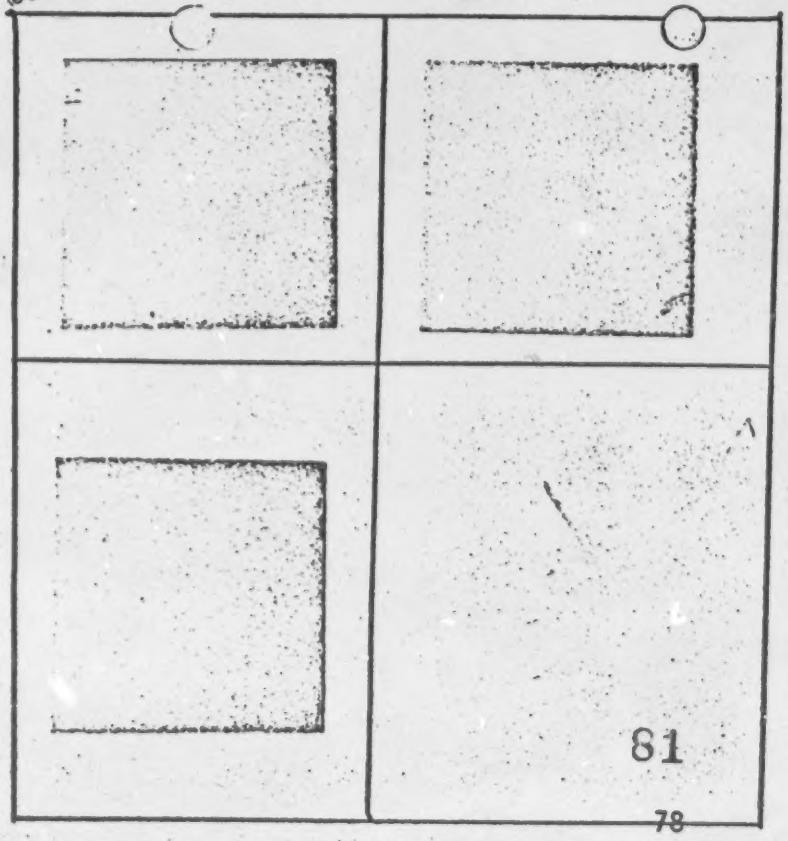
74. (Owls)

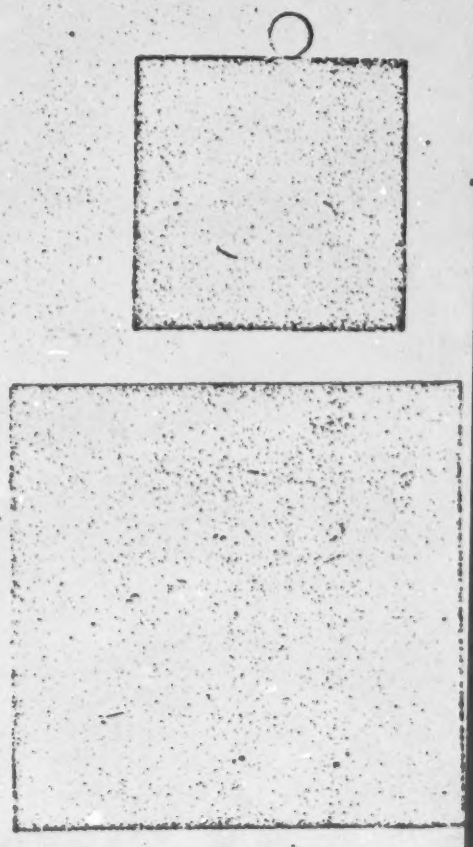


75. (numbers)

Classifying , continued 76. , (Clothing)

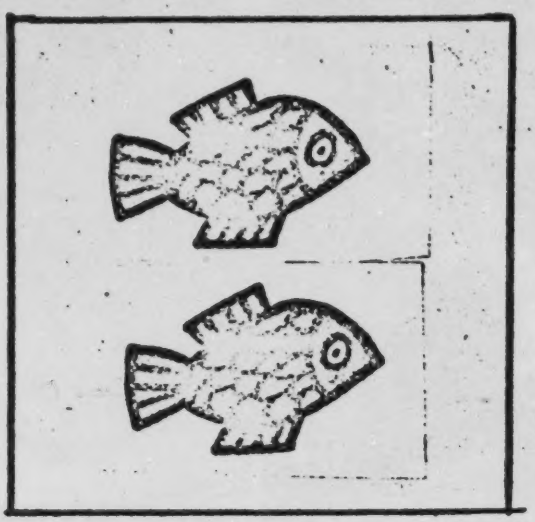
77. (Size)





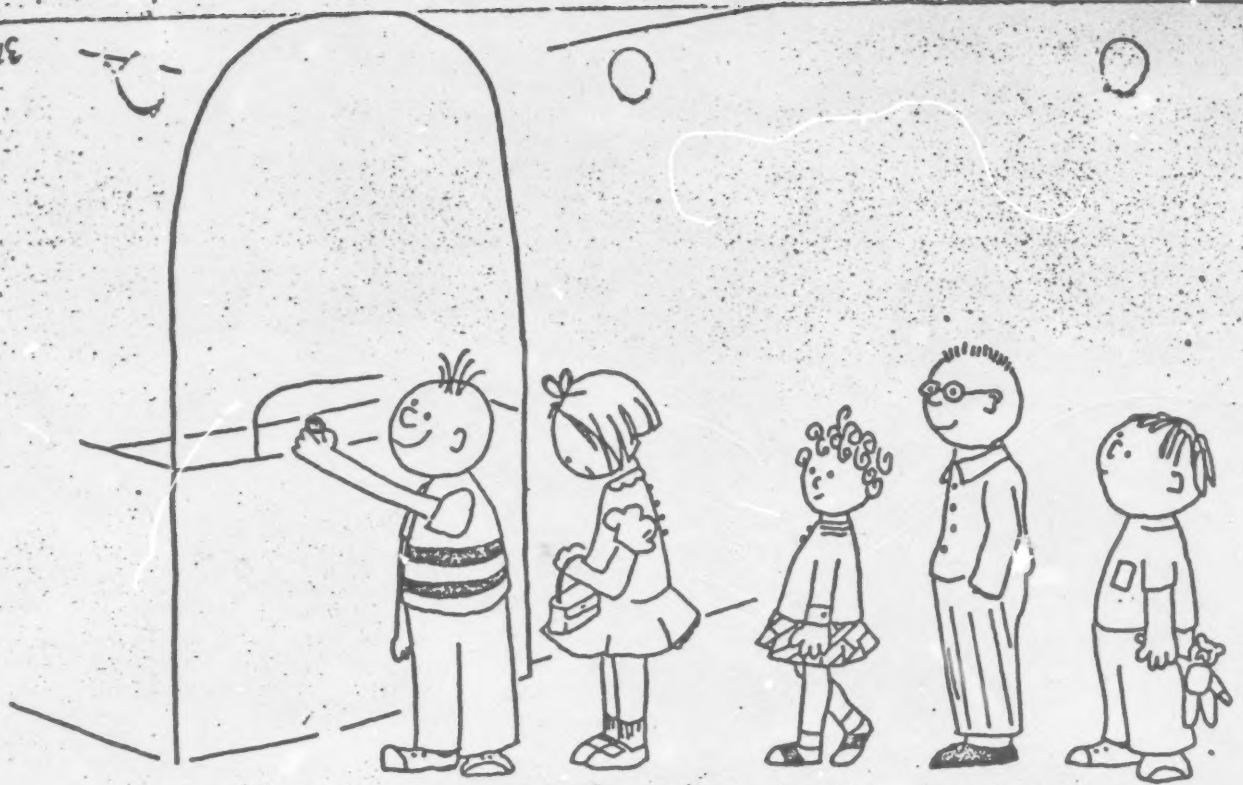
"Here are some fish." Which box has none?

78. (None)



"Here is one pineapple. Here is another." Which one is smaller?

79. (Smaller)



Beginning/End

80. These children are in a line. Which one is at the beginning?

81. Which child is at the end?

The majority of the subjects answered these questions incorrectly. The children viewed the line from right to left. There are several possible explanations, for example;

1. The above concepts are still not in their cognitive domain,
2. The children do not have this concept, due to the fact that they themselves do not pay when they enter the show, but rather an adult.
3. Possible perception of the children in the picture being inside the room, placing the last child as the first to enter.

Test Scores

The following tables indicate the over-all results of each respondents performance in series of test situations. The conceptual skills tested in this research situation included: Numbers, letters, Geometric forms; Matching classification of forms, class, size and function; Relational concepts; and Sight words.

The tables should be read in the following manner:

++ += Two correct answers in pre and post tests.

+− = Correct answer in pre-test but incorrect answer in post-test.

−+ = Incorrect answer in pre-test but correct answer in post-test.

−− = Two incorrect answers in pre and post tests.

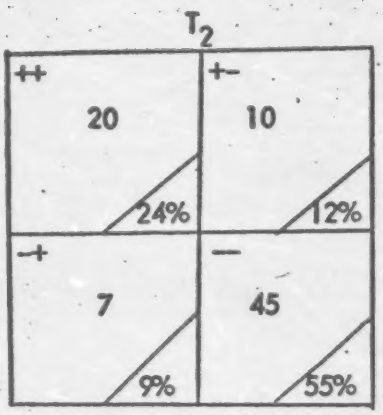
For example, in Table I, cell "a" indicates correct answers in both the pre-test and post-test for the same question; cell "b" indicates correct answer in the pre-test but incorrect answer in the post test for the same question; cell "c" indicates incorrect answer in the pre-test but correct answer in the post-test; and cell "d" indicates incorrect answers in both the pre-test and post-test.

TEST SCORES

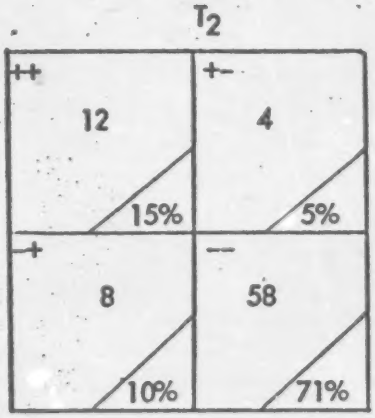
T_1 - administered in October

T_2 - administered in December

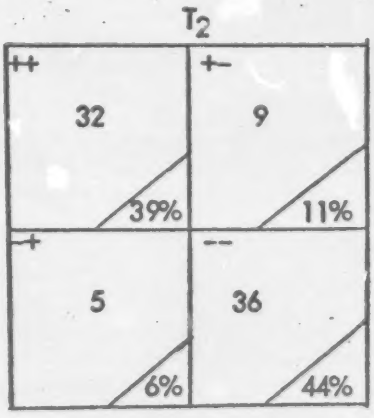
#1



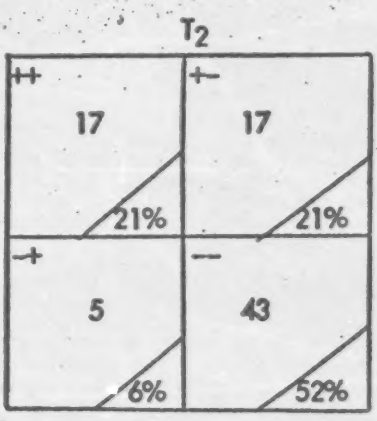
#2



#3



#4



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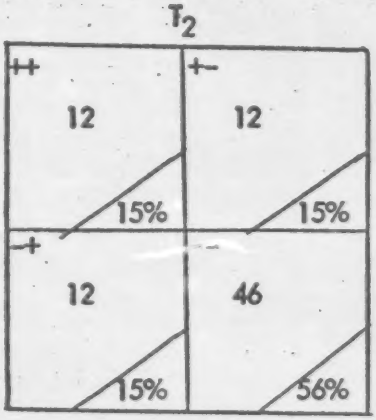
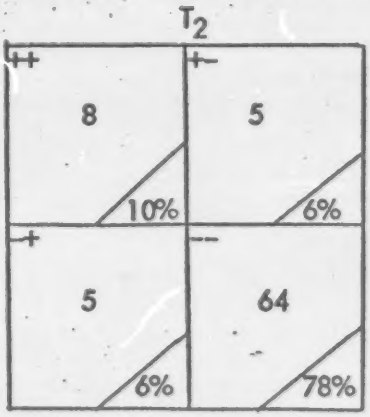


#6

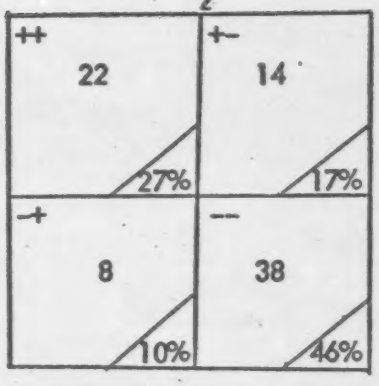


TEST SCORES

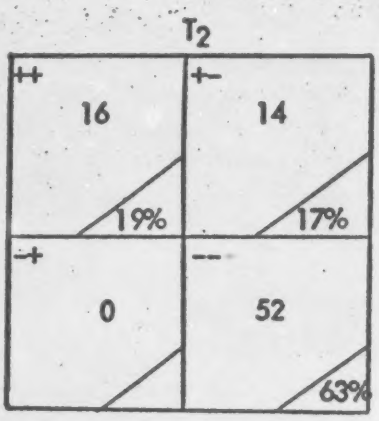
T_1 - administered in October

T_2 - administered in December

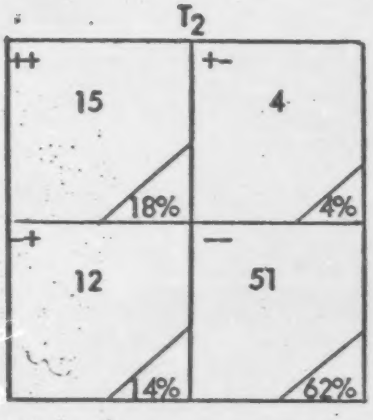
#7



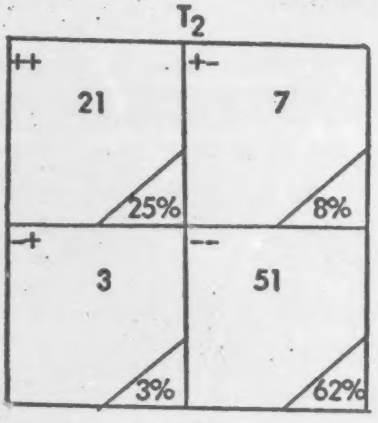
#10



#8



#11



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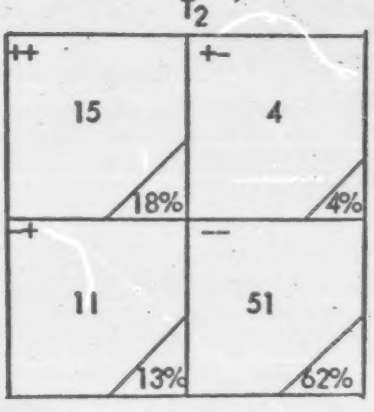

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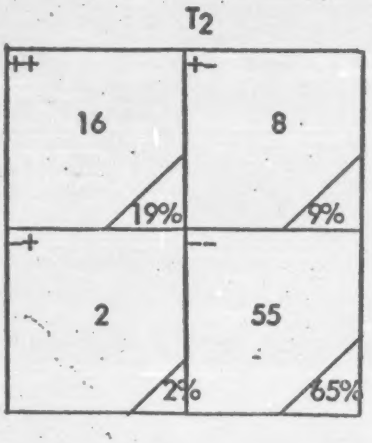

TEST SCORES

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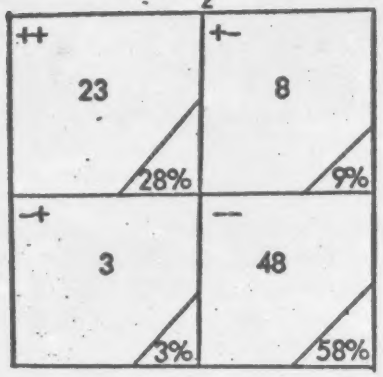
T_2 - administered in December

#13



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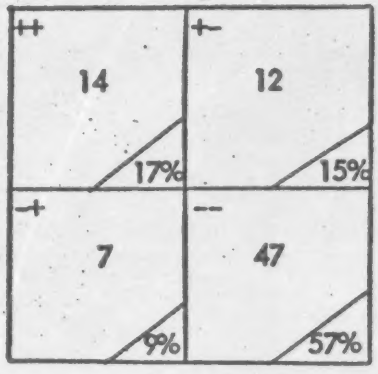

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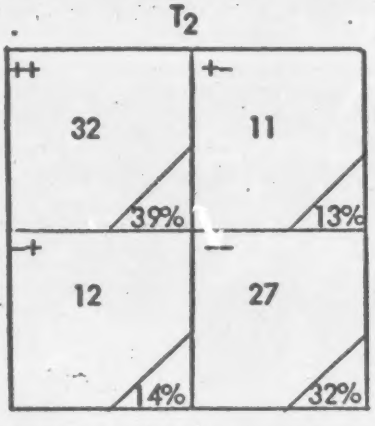

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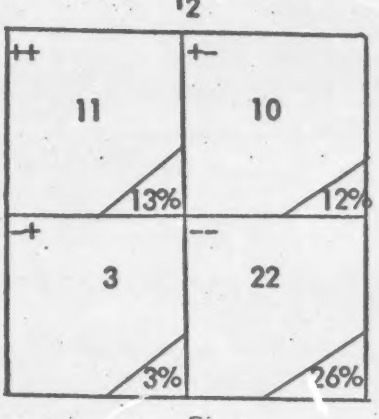

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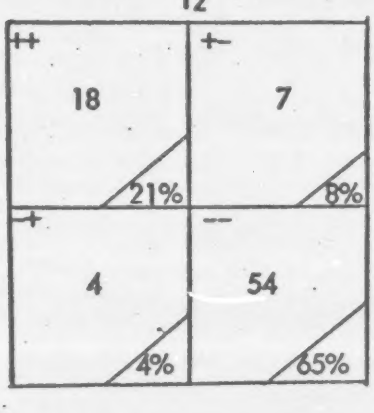

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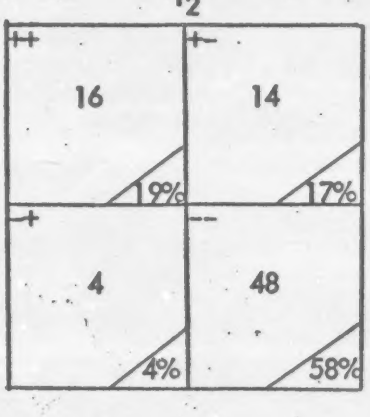

TEST SCORES

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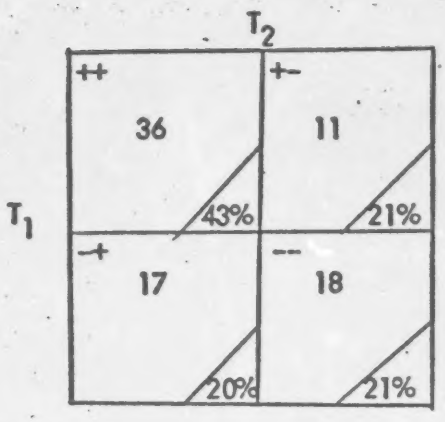
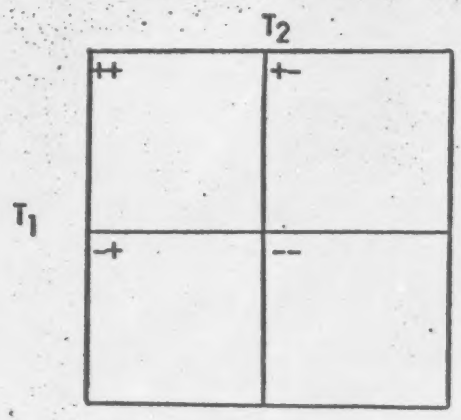
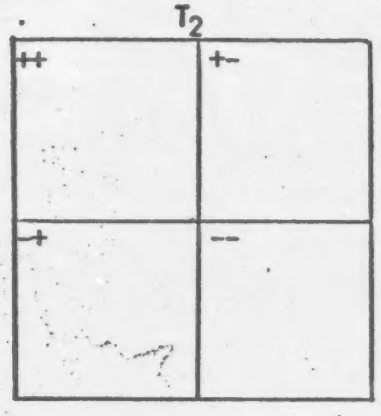
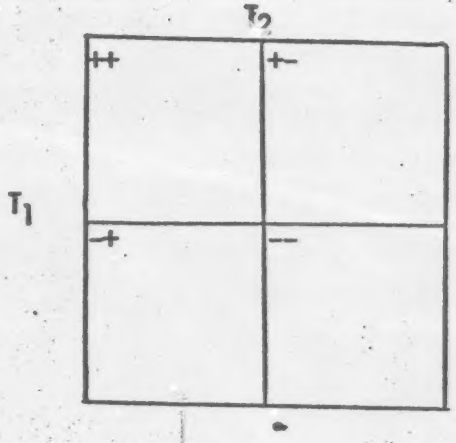
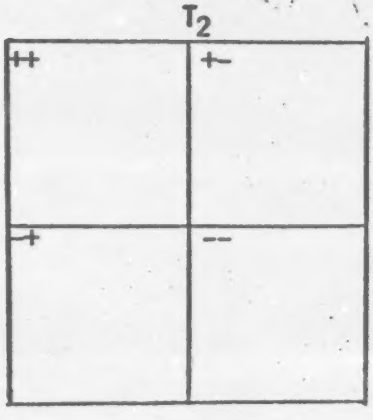
T_2 - administered in December

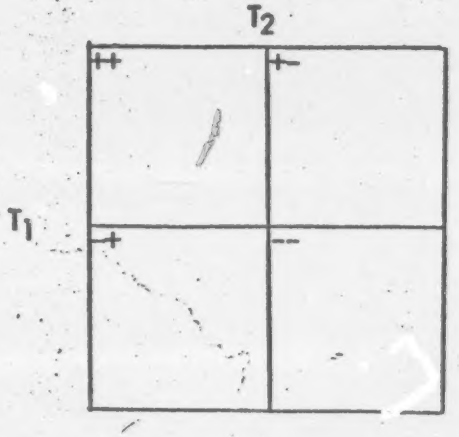




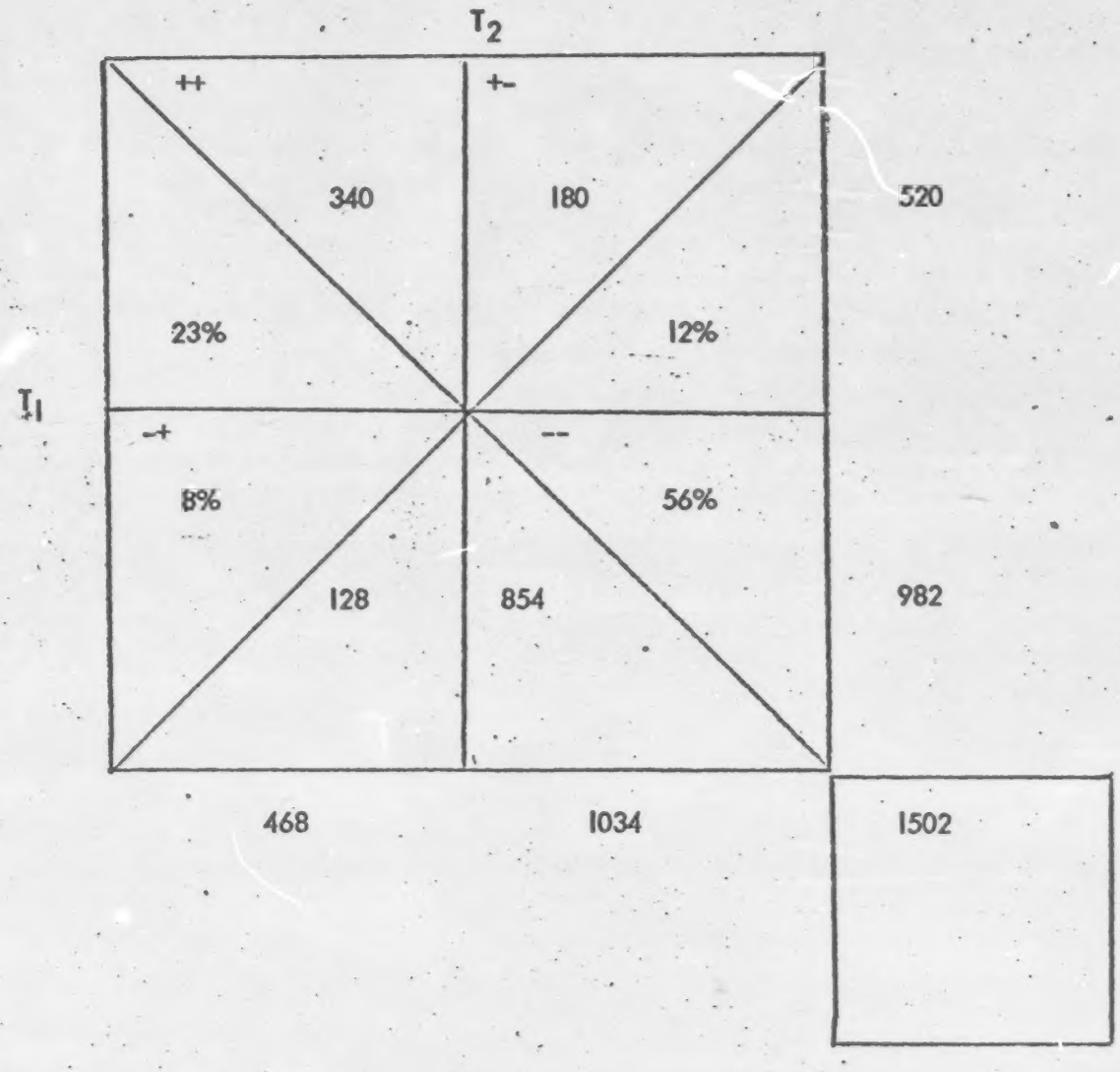








TOTAL TESTS SCORES FOR THE 19 CHILDREN



The following exhibits provide further background data on our respondents and the variables are self explanatory.

CODES

Page 90 (Pg. 3): Residential area:

1 - Eastmont Community Center and vicinity

2 - Casa Esperanza Community Center and vicinity

Page 91 (Pg. 4): Language Spoken

1 - Spanish
2 - English
3-- Spanish and English

Page 93 (Pg. 5): Parents Involvement in other educational programs

1 - Educational, other than the Sesame Street Research Program

2 - Community involvement

3 - Parents are involved both in other Educational and Community Programs

4 - No involvement in outside programs.

Child	Mother sole source support	Mother & Father source of support	# of Adults living w family unit	Mother # year educa. achieved	Father # years educati achieved
1	no	no	2	6th	6 th
2	yes	no	1	6 th	-
3	no	no	2	6 th	-
4	no	no	2	6 th	6 th
5	no	no	2	6 th	6 th
6	no	no	1	none	-
7	yes	yes	2	8 th	-
8	no	no	1	10 th	10 th
9	no	no	2	8 th	8 th
10	no	no	2	6 th	6 th
11	no	no	2	8 th	8 th
12	no	no	2	college	-
13	no	no	1	9 th	10 th
14	no	no	2	3 rd	3 rd
15	no	no	1	12 th	-
16	no	no	2	3 rd	3 rd
17	no	no	1	12 th	-
18	no	no	2	11 th	-
19	no	no	1	9 th	10 th

Child	Date of Birth	Father currently employed	Mother currently employed	Residential area
1	4-25-68	yes	no	1
2	12-28-68	–	yes	1
3	3-25-68	yes	no	1
4	3-31-69	yes	no	1
5	3-5-69	yes	no	1
6	9-23-68	–	no	1
7	5-7-68	yes	yes	1
8	9-12-69	–	no	1
9	8-13-68	yes	no	1
10	3-5-69	yes	no	1
11	12-26-68	yes	no	1
12	1-29-69	yes	no	2
13	9-21-68	–	no	2
14	5-8-67	yes	yes	2
15	12-30-68	no	no	2
16	11-2-68	yes	yes	2
17	1-28-69	–	no	1
18	5-1-69	yes	no	1
19	9-16-67	–	no	2

Child	Principal Lang. spoken at home	Child speaks (code)	Mother speaks (code)	Father speaks (code)	
1	1	1	1	1	
2	1	1	1	-	
3	3	3	3	3	
4	1	1	1	1	
5	1	1	3	1	
6	1	1	1	-	
7	1	1	1	1	
8	2	2	3	-	
9	1	1	1	1	
10	1	1	1	1	
11	1	3	3	3	
12	2	2	3	2	
13	2	2	3	-	
14	1	1	1	1	
15	1	2	1	-	
16	1	1	1	1	
17	2	2	2	-	
18	2	2	2	2	
19	2	2	3	-	

Child	Parents Involvement in other educational programs - indicate #	Prior to Research Program Did they watch the S.S. Program.	Do they Watch S.S. program outside of Research program.
1	1	yes	yes
2	4	no	no
3	3	yes	yes
4	3	yes	yes
5	3	no	no
6	4	no	no
7	1	yes	yes
8	4	no	no
9	1	yes	yes
10	3	no	yes
11	3	yes	yes
12	4	yes	yes
13	4	no	no
14	2	yes	yes
15	4	no	no
16	2	yes	yes
17	4	no	no
18	4	no	no
19	2	yes	yes

SESAME STREET INSTRUCTIONAL GOALS (1972-73)

The Sesame Street Instructional Goals were referred to throughout the Research, in every phase of the Chicano Studies Center, Sesame Street Research Project.

Statement of Instructional Goals for

the 4th Experimental Season of Sesame Street (1972-73)

I. The Child and His World

A. Self

1. The Child and his Powers - The child recognizes that he can act effectively on his own behalf:

   a. By acquisition of skills and knowledge through:

      1. experimentation
      2. asking questions
      3. practice

   b. By making use of previously acquired information (remembering).

   c. By anticipating future needs (planning).

   d. By manipulating the environment within his mind (imagining).

2. Body Parts and Functions - The child can identify, label and state or recognize the function of such body parts as the:

   a. head
   b. nose
   c. ear
   d. eye
   e. tongue
   f. arm
   g. elbow
   h. hand
   i. finger
   j. leg
   k. knee
   l. foot

3. Audience Participation - The child will respond overtly to those sections of Sesame Street designed to elicit active participation.

4. Emotions - The child can recognize and talk about his feelings and emotions such as:

   a. love
   b. fear
   c. happiness
   d. sadness
   e. anger
   f. surprise
   g. pride

   He is also sensitive to these feelings and emotions in others.

B. Social Units

1. Roles and Functions - Given the name of certain roles in the community the child can describe appropriate responsibilities associated with those roles.

   Ex. The child can name one or more principal functions of parents, policeman, mailman, farmer, baker, fireman, doctor, dentist, etc.

2. Social Groups and Institutions

a. The Family and the Home

1. The child recognizes that various types of structures all serve as homes.

2. The child recognizes the family as a unit and can describe several types of family activities.

b. The Neighborhood - The child is familiar with the social and physical boundaries of his own neighborhood.

c. The City or Town - The child recognizes various structures, spaces, and points of interest which make up the city or town.

Ex. 1. The child is familiar with the concepts of a zoo, park, playground, airport, etc. and with stores where various types of common items may be purchased.

Ex. 2. The child understands that there are many different cities, that they have finite boundaries, that various goods or products must be transported in and out, and that various modes of transportation are employed.

Ex. 3. The child identifies the respective functions of such institutions as the school, post office, and hospital.

C. Social Interactions

1. Differing Perspectives

a. The child realizes that different individuals or groups may have different reactions in similar situations.

b. The child demonstrates that he is aware of and values the feelings, preferences and modes of behavior of other individuals and groups.

2. Cooperation - The child recognizes that in certain situations it is beneficial for two or more individuals to work together toward a common goal.

a. Division of Labor - When a child is a member of a group that has a common goal, he realizes that the goal will be more easily achieved if each member of the group shares in the work or planning.

b. Combining of Skills - When a child is a member of a group that has a common goal, he realizes that the goal will be most easily accomplished if each member of the group contributes his own unique and special skill.

c. Reciprocity - The child realizes that in certain situations, in order to accomplish his goal, he must request the assistance of others and in turn assist them in accomplishing their goals.

3. Conflict Resolution - The child can provide adequate resolutions to conflict when he is presented with a familiar conflict situation.

4. Social Attitudes - The child is encouraged to develop positive social attitudes such as kindness, generosity and helpfulness and to exhibit these attitudes in his behavior.

D. The Man-Made Environment - The child is generally familiar with the form and functions of:

1. Machines and tools.

2. Buildings and other structures.

E. The Natural Environment - The child has a general awareness of the characteristics of:

1. Land, sky and water.

2. City and country.

3. Plants and animals.

4. Natural processes and cycles.

F. Quality of the Environment - The child sees himself as an important part of the environment and is aware of such concepts as:

1. interrelatedness

2. irreversible change

3. limits of natural resources

4. importance of environmental planning

II. Symbolic Representation

A. Pre-Reading Goals

1. Letters

a. Matching - Given a printed letter (upper or lower case) the child can select the identical letter from a set of printed letters.

b. Recognition - Given the verbal label for a letter the child can select the appropriate letter (upper or lower case) from a set of printed letters.

c. Labelling - Given a printed letter (upper or lower case) the child can provide the verbal label.

2. Letter Sounds

a. Given a set of words presented orally all beginning with the same letter sound, (not necessarily a sustaining consonant) the child can select a picture of an object that begins with the same letter sound from a set of pictures.

b. Given a sustaining consonant sound the child can select the corresponding printed letter from a set of printed letters.

c. For sustaining consonants (f-l-m-n-r-s-v-z) given the printed letter the child can produce that letter's corresponding sound.

d. Given words which contain the following letter sounds, the Spanish-speaking child will be able to pronounce the words correctly:

sh, th
final m
short and long vowel sounds
ch, sh
s, z (particularly in final "s" sound)
b, v
j, y
final consonants

3. Rhyming

a. Given a set of rhyming words presented orally and the initial (sustaining) consonant sound of a new word, the child can produce a rhyming word beginning with that sound.

b. Given a set of rhyming words presented orally the child can select a rhyming word from a set of pictures.

4. Verbal Blending

a. Given a two syllable word presented orally with a separation between the two syllables the child can blend the two syllables and repeat the word without the separation. Ex. say "ta-ble" to child and ask "What word did I say?" or "say it fast".

b. Given a three or four letter word presented orally with a separation between the initial consonant sound and the rest of the word the child can blend the word parts together and repeat the word without the separation. Ex. say "c-at" to child and ask "What word did I say?" or "say it fast".

5. Words

a. Matching - Given a printed word the child can select the identical word from a set of printed words.

b. Recognition - Given a verbal label for any of the words appearing in the Sesame Street III word list (in English and Spanish) the child can select the appropriate word from a set of printed words presented in a variety of contexts.

Sesame Street Word List

1.	bus	8.	open
2.	danger	9.	school
3.	exit	10.	stop
4.	help	11.	street
5.	love	12.	telephone
6.	me	13.	walk
7.	no	14.	yes

Spanish Sight Words

1.	cerrado	closed	4.	casa	house (home)
2.	salida	exit	5.	beso	kiss
3.	yo	I	6.	agua	water

6. Recitation of the Alphabet - The child can recite the alphabet.

The following is a list of reading principles that illustrate the relationship between the spoken and written language. Although these abstract principles will not be taught directly each has guided the selection of one or more of the above pre-reading skills that will be taught directly.

1. Words can be identified as distinct units in writing just as they can be identified as distinct units in speech. (5a, 5b, 5c, 4a, 4b)

2. Written words are symbols for spoken words. (5b, 5c)

3. Spoken words are made up of distinct speech sounds. (4a, 4b, 3a, 3b, 2c)

4. Written words are made up of letters which are symbols for those speech sounds. (5b, 5c)

5. Letters combine to make written words just as speech sounds combine to make spoken words. (5b, 5c)

6. The order in which letters appear in a written word corresponds to the order in which sounds are produced in saying that word. (5b, 5c, 2c)

7. Words and sentences are read from left to right. (5b, 5c)

B. Numbers Goals

1. Numbers 1-20

a. Matching - Given a printed numeral the child can select the identical numeral from a set of printed numerals.

b. Recognition - Given the verbal label for a numeral the child can select the appropriate numeral from a set of printed numerals.

c. Labelling - Given a printed numeral the child can provide the verbal label.

d. Recitation -

1. The child can recite the numbers from 1 to 20.

2. Given a starting point under ten the child can count from that number to any given higher number up to ten. Ex. Count from 3 to 8.

3. The child can count backwards from 10.

2. Numerical Operations

a. Enumeration - The child can define a set or subset of up to ten objects from a larger set.

Ex. 1 "Here are some pennies. How many are there?"

Ex. 2 "Here are some pennies. Take two."

1. The child can recognize that the last number reached in counting is the total number in the set. Ex. "Count the pennies. How many are there?"

2. The child can make use of counting strategies. (Ex. When counting objects arranged in a circle the child will identify the first object counted by marking it, moving it or noting a distinguishing characteristic of that object.)

3. The child can count events in time. Ex. "How many times did I clap my hands?"

b. Number/Numeral Correspondence - The child can assign the correct numeral to sets of different numbers. (Ex. '□□□' goes with the numeral ' 3 ')

c. Number Configurations - The child can recognize familiar configurations of up to five objects. Ex. 2 = ⁰⁰ 4 = ⁰⁰, ⁰⁰
3 = ⁰⁰⁰, ⁰ 5 = ⁰⁰
⁰

d. Measurement - The child can identify various measuring instruments such as scales, rulers, etc. and understands their function.

d. Addition and Subtraction - The child can add one object to any group of up to ten objects or subtract one object from any group of no more than ten objects.

C. Geometric Forms (circle, triangle, square, rectangle)

1. Labelling - Given a drawing, cut-out or object in the shape of a circle, square, triangle, or rectangle, the child can provide a verbal label for that shape.

2. Recognition - Given the verbal label "circle", "square", "triangle" or "rectangle", the child can select the appropriate drawing, cut-out or object from a set.

III. Cognitive Organization

A. Perceptual Discrimination and Orientation

1. Visual Discrimination

a. Matching - The child can match a given object or picture to one of a varied set of objects or pictures which is similar in form, size or position.

b. Recognition of Embedded Figures - Given a form the child can find its counterpart embedded in a picture or drawing.

c. Part/Whole Relationships - The child can structure parts into a meaningful whole:

1. Given a model and selection of parts the child can select those parts which are essential to the construction of the model discarding those parts which do not belong.

2. Given a model and an assortment of its parts, the child can arrange these parts to match the model.

3. Given a model and an assortment of its parts, the child can determine which parts are missing.

2. Auditory Discrimination

a. Sound Identification - The child can associate given sounds with familiar objects or animals.

b. Rhyming Words - Given two or more words that rhyme, the child can select or supply a third rhyming word.

B. Relational Concepts - The child can demonstrate his understanding of various relational concepts.

1. Same/Different - This concept underlies all of the following relational concept catergories.

2. Size Relationships - Big/Bigger/Biggest; Small/Smaller/Smallest; Short/Tall.

3. Quantitative Relationships - None, Some, More, Most, All, Less.

4. Positional Relationships - Under, Over, On, Through, Around, Next to, First, Last, Up, Down, Beginning, End.

5. Distance Relationships - Near, Far, Close to, Away from.

6. Temporal Relationships - First, Last, Before, After, Next, Beginning, End.

C. Classification

1. Sorting (Which of these things is not like the others?)

Given a group of objects several of which have an attribute in common, the child can sort out the inappropriate object on the basis of:

a. size
b. form
c. function
d. class
e. quantity

2. Classifying (Which of these things belongs with these?)

Given at least two objects that define the basis of grouping, the child can select an additional object or objects that belongs in the same group on the basis of:

a. size
b. form
c. function
d. class
e. quantity

3. Multiple Classification

a. Property Identification - Given any object the child can name at least two properties of that object. Ex. "The ball is round and red."

b. Multiple Class Inclusion and Differentiation - Given any two objects the child can recognize that they are alike on one dimension and different on another. Ex. "Both of these things are round but one is red and one is blue."

c. Regrouping - Given any group of objects the child can classify them on the basis of one characteristic (Ex. shape) and then reclassify the same objects on the basis of another characteristic (Ex. size). (The point will be made that there is often no single right answer.)

IV. Reasoning and Problem Solving

A. Generating and Evaluating Explanations and Solutions

1. Presented with a situation:

   a. The child can suggest several possible antecedent and/or consequent events surrounding that situation.

   b. The child can select the most likely explanation when given a choice of explanations.

2. Presented with a problem:

   a. The child can suggest several possible solutions.

   b. The child can select the most likely solution when given a choice of several possible solutions. (Making use of trial and error strategies or pretesting solutions.)

3. Given a set of progressively revealed clues the child can use those clues cumulatively to arrive at the correct answer.

Observation Instruments - Phase I

Sample of Observation Instrument used in the first Phase of the Observation.

Date: February, 1972 to June, 1972

1) Pre-viewing (comments) - This form was used by the Observers prior to the Observation of the Children.

2) Observation Sheet - The observer recorded each child's response for each segment. (The second form proved to be more efficient and aided the observer in recording the data.)

3) Comments: After the Observation groups, the observers were to rate and comment on each segment. This was used to determine which comments were those of the children, and which were those of the observers.

COMMENTS

SHOW_____

PRE-VIEWING

1. Theme Music	
2. Greeting	
3. Sound Identification	
4. VTR: Am's try to play basketball	
5. F. B- Wall	
6. VTR: The "un" family	
7. Song: Rub your tummy	
8. F. (LA) Up & Down	
9. F. Mr Hungry	

10. VTR: Mumford demonstrates surprise	
11. F. Jack and b.stalk	
12. How do you brush your teeth? 13. Film	
14. F. B- Bear	
15 VTR: Kermit/ Monster B- Bit	
16. F. B- Boxer Spanish	
17. F. B- Painting	
18. F. Matching House	
19. Matching by form	
20 F. Share the chair	

21. VTR: Gangster Alphabet	
22. Film m-milk	
23. F. Mad Painter #8	
24. VTR: Upside- Down	
25. Filmfair water Spanish	
26. Figure of 8	
27. F. Filmfair (English) water	
28. Draws fish, leads starfish	
29. VTR: Up & Dpwn	
30. film : Jack and the b stalk	

31. F. (LA) Snowshoe comedy	
32. Vacuum cleaner breaks	
33. VTR: Two hands Piece of cake	
34. The snuff picks up the dust	
35. Alphabet blackout "B"	
36. F. Up & Down dangerous	
37. F." King of 8	
38. F. Ostrich ballet	
39. F. Mouse in house	
40. Explains about VTR: hands	

41. F. b- Bug	
42. VTR: Upside & Down book (BE)	
43. Film Boy & Bear	
44. Goodbye	

GROUP 1

1. Theme Music					
2. Greeting					
3. Sound Identification					
4. VTR: Am's try to play basketball					
5. F. B- Wall					
6. VTR: the "un" family					

7. Song Rub your tummy					
8. F. (LA) Up & Down					
9. F. M- Hungry					
10. VTR: Mumford demonstrates surprise					
11. F. Jack and the b stalk					
12. How do you brush your teeth? 13. Film					
14. F. B-Bear					

15. VTR: Kermit/ Monster B-					
16. F. B- Boxer Spanish					
17. F. B-Painting					
18. F. Matching House					
19. Matching by form					
20. F. Share the chair					
21. VTR Gangster Alphabet					

22. Film m- milk					
23. F. Mad Painter #8					
24. VTR: Upside- Down					
25. Filmfair w(Spanish					
26. Figure of 8					
27. F. Filmfair water (English)					
28(Draws fish, Leads starfish					

29. VTR: Up & Down					
30 F. Jack and the b stalk					
31 F. (LA) Snowshoe comedy					
32. Vacuum cl[illegible]er breaks					
33. VTR: Two hands Piece of cake					
34. The snuff picks up the dust					
35 Alphabet blackout "B					

36. F. Up & Down Dangerous					
37. F. King of 8					
38. Ostrich ballet					
39. F. M( ) in house					
40. VTR: Explains about hands					
41 F. b-Bug					
42. V( ) Upside-down book(BE)					

43.
Film
Boy & Bear

44

Goodbye

OBSERVER SHEET

GROUP # _____ Show # 38

1. Theme Music					
2. Greeting					
3. Sound Identification					
4. VTR: Am's try to play basketball					
5. F. B- Wall					
6. VTR: the "un" family					

7. Song Rub your tummy					
8. F. (LA) Up & Down					
9. F. M- Hungry					
10. VTR: Mumford demonstrates surprise					
11. F. Jack and the b stalk					
12. How do you brush your teeth? 13. Film					
14. F. B-Bear					

R: mm demonstrates prise	
ck and b stalk	
ow do you brush your eth? m	
- Bear	
TR: orm - Bit	
- Boxer panish	
- Painting	
Matching House	
Matching by orm	
0 have the chair	

21. VTR: Gangster Alphabet	
22. Film m-milk	
23. F. Mad Painter #8	
24. VTR: Upside- Down	
25. Filmfair water Spanish	
26. Figure of 8	
27. F. Filmfair (English) water	
28. Draws fish, leads starfish	
29. VTR: Up & Dpwn	
30. filme Jack and the b stalk	

31. F. (LA) Snowshoe comedy	
32. Vacuum cleaner breaks	
33. VTR: Two hands Piece of cake	
34. The snuff picks up the dust	
35. Alphabet blackout "B"	
36. F. Up & Down dangerous	
37. F." Ring of 8	
38. F. Ostrich ballet	
39. F. Mouse in house	
40. Explains about VTR: hands	

41. F. b- Bug	
42. VTR: Upside & Down book (BE)	
43. Film Boy & Bear	
44. Goodbye	

41. F. b- Bug	
42. VTR: Upside & Down book (BE)	
43. Film Boy & Bear	
44. Goodbye	

E. Almost full attention overt involvemont.

VG. Full att involve.

G. More half children watching.

F. Less half children.

P. Out most of time.

Phase II - Observation Instruments

Sample: 1) Program Review Show #427

2) Observation form for Show #427

3) Final Rating Sheet - Show #427

4) Final Report - Show #427

5) Rating Guide

SESAME STREET
PROGRAM REVIEW
Show # 427
Shown: December 12, 1972

1. FILM: SHOW IDENTIFICATION	Good, no comment.
2. FILM: OPENING THEME	Good. No comment.
3. GREETING AND OOOOPS (Conflict Resolution)	Big Bird should have resolved the situation himself.
6. VTR: ALPHABET KID 3:25	The objective of the segment was met effectively but perhaps the admiration that was given to the "Kid" was too intermingled with his size and strength and even his bullyness which I believe negated some of the bits positive aspects.
7. FILM: (LA) BABY ALICE - STEPS 1:29	The different stages of a child's development were shown in an interesting manner. The children's narration added to its overall interest and effectiveness.
8. FILM: LOWER CASE "i" :50	Good, no comment.
9. FILM: (LA) STARFISH :48	The song and film were both good. These were scenes that many children would not normally have a chance to view.
10. MIRROR, MIRROR	Sement made a good case of what happens when one jumps to conclusions. Maria's solution was good.
11. FILM: FILMFAIR I 1:02	Good. No comment.
12. VTR: MISSING COOKIES (SHER. HEM)	Segment was entertaining but seemed to lack an objective.
13. FILM: HENSON #12 ROCKS 2:05	Segment has been reviewed previously.
14. HANG UP (MEASUREMENT)	Bit made good use of a situation to get point across.
15. FILM: i-iron :24.	OK. No comment.

Program Review
Show #427
12-12-72

16.	FILM: (LA) ZOO/ELEPHANT ;51	Good. No comment.
17.	VTR: FAST CLEANUP BIT (B&E) 2:00	Segment was good but the objective became a little fuzzy with the dialogue.
18.	FILM: (LA) PUZZLE 2:56	Segment was very good in teaching the parts of the body. The song in French added to the puzzle.
19.	VTR: KERMIT SAME/DIFFERENT 1:26	The segment effectively met its objectives of same and different.
20.	GORDON AND KIDS CLASSIFY (BY FUNCTION)	Gordon clearly demonstrated the function roles of each item, esp. by eating the banana while the children played the instruments. This was very effective.
21.	FILM: I IN THE SKY :56	No comment.
23.	FILM: #12 LADY BUG & PICNIC 1:00	Segment was effective in meeting its goal. One objection; why must the word "chattering" always be used in reference to the talk of females?
24.	VTR: IRA AND INEZ 2:51	Story was filled with a good amount of "i" words but the story was sexist and unrealistic.
25.	MARIA CLASSIFIES IN SPANISH	Segment was good. Maria used relevant words (objects).
27.	FILM: (LA) MONKEY SWINGS 1;23	Segment was very interesting. Children are fascinated by monkies and their actions.
28.	FILM: p - pillow :23	OK. No comment.
30.	FILM: (LA (ELECTROMAGNETIC CRANE 2:21	Although the segment was depressing I think children should be exposed to some of the "junk" that technology produces because they're going to have to work on cleaning it up.
31.	FILM: SAME/DIRRENENT #2 1:02	OK. No comment.

32. FILM: (LA) BIRTHDAY CAKE 3:00	Segment was creatively executed and able to hold one's interest.
33. VTR: SAME DRESS (AMS) :50	Segment was effective in getting across the concepts of same and different.
34. EVERYBODY IS SUSAN (SAME/DIFFERENT)	OK. No comment.
35. FILM: HENSON #12 ROCKS 2:05	Previously reviewed.
36. VTR: DISCUSSES SAME (AM GIRL) 1:45	Good. No comment.
37. FILM: LADY BUG PICNIC #12 1:00	Previously reviewed.
38. GOODBYES	OK. No comment.

SHOW: A27

	( )	( )	( )	( )	Observer: ( )
1. Show Identification	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z
2. Theme	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z
3. Greeting and Oooops	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z
4. I in the sky :56	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z

DATE: SHOW: –	( )	( )	( )	( )	Observer: ( )	
5. All's well	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z	
6. VTR Alphabet Kid 3:25	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z	
7. (LA) Baby Alice-Steps 1:2 9	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z	
8 LOWER CASE "i" :50	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z	

DATE: SHOW: –	( )	( )	( )	( )	Observer: ( )	
8a i - island :12	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z	
9 (LA) Starfish :48	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z	
10 Mirror, Mirror	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z	
11 Filmfair I 1:02	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z	

SHOW #					
16 (LA) Zoo/elephant :51	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z
17 VTR Fast Cleanup Bit 2:00	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z
18 (LA) Puzzle 2:56	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z
19 VTR Kermit Same/Different 1:26	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z

DATE: SHOW:	( )	( )	( )	( )	Observer: ( )	
20 Gordon and kids classify	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z	
21 I in the sky :56	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z	134
22 Patterns (W/Vo) 2:07	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z	
23 #12 Lady bug & picnic 1:00	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z	

24 VTR Ira and Inez 2:51	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z
25 Maria classifies in Spanish	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z
26 Lower case i :50	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z
27 (LA) Monkey swings 1:23	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z

Item #					
28 P-pillow :23	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z
29 (LA) Electromagnetic crane 2:21	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z
30 Susan and Gordon are hot	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z
31 Same/Different #2 slot machine 1:02	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z

SHOW #					
32 (LA) Birthday cake 3:00	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z
33 VTR Same dress (AMS) :50	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z
34 Everybody is Susan Same/Different	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z
35 Henson #12 Rocks 2:05	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z

SCENE #					
36 . . . — VTR Discusses same (AM GIRL) 1:45	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z
37 Lady bug & picnic #12 1:00	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z
38 Goodbyes	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z
39 Commercial credits	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z

SHOW #					
40 Package credits	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z
41 Backer credits and off	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z
	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z
	A a I D Z	A a I D Z	A a I D Z	A a I D Z	A a I D Z

DATE: 12-12-1972
SHOW: 42

Segment		Very Good	Good	Fair	Poor	Comments
1. Show identification		/	/			
2. Theme		/	/			
3. Greeting and Oooops		/	/			
4. 1 in the sky	:56	/	/			
5. All's well			/	/		
6. VTR Alphabet Kid	3:25	/	/	/	/	
7. (LA) Baby Alice-Steps	1:29	///				
8. LOWER CASE "i"	:50	//	//	/		
8a. i-island	:12	//	//	/		
9. (LA) Starfish	:48	///				
10. Mirror, Mirror		//	//			
11 Filmfair 1	1:02	///	/			
12 Missing cookies	3:54	/	//	/		
13 Henson #12 Socks	~~2~~:05		//			
14. Hang up		/			//	
15	:24					

Segment		Very Good	Good	Fair	Poor	Comments
16 (LA) Zoo/elephant	:51	///	/			
17. VTR Fast Cleanup Bit	2:00	//	//			
18 (LA) Puzzle	2:56	///	/		1 } Distracted	
19 VTR Kermit Same/Different	1:26	/	//			
20 Gordon and kids classify		/	/	//		
21 I in the sky	~~:56~~					
22 Patterns (W/Vo)	2:07	////				
23 #12 Ladybug & picnic	1:00	///	/			
24 VTR Ira and Inez	2:51	/	/	//		
25 Maria-classifies in Spanish			///		1 & D	
26 LOWER CASE "i"	~~X~~:50		1 = 15 sec			
27 (LA) Monkey swings	1:23	//	//			
28 P-pillow	:23	//		//		
29 (LA) Electromagnetic crane	1:02	//		//		

Segment		Very Good	Good	Fair	Poor	Comments
30 Susan and Gordon are hot	P		//	/		
31 Same/Different #2 slot machine	1:02		///	/		
32 (LA) Birthday cake	2:00		/	///		
33 Everybody is Susan Same/Different	V+L PRESS	- - - -	//	//		
			//	/	/	
35 Henson #12 Rocks, Capital I	2:05	///	/			
		/	/			
36 VTR Disscusses same (AM GIRL)	1:45	//		/	/	
37 Ladybug & picnic	1:00	///	/			
38 Goodbyes		////				
39 Commercial credits			/			
40 Package credits			/			
41 Backer credits and off			/			

Show 427

Groups two and three had bad film at the beginning of the show.

The first 6 segments were bad.

Attendance:

18 children
2 children were late.
20 Total of children (4groups @ 5 children each).

Because of testing many were <u>out</u> during show.

Show #427
Date: 12-12-1972

Show Identification

Attention
Group I and Group IV begin immediately to watch the program. One child smiles as the program begins. The children in groups II and III were eagerly waiting but due to some technical problems they were unable to view the program clearly.

A-8
A-I-I
A-I-A - I

No verbal response

One child smiles

Overall Rating

Very Good - I
Good - I

Theme

Attention

All the children watch, one is smiling. One child goes from attentive to inattentive, saying something not related to segment.

No verbal responses

One child smiles

Overall Rating
Very Good - I
Good - I

Greeting and Oooops

Attention
Children attentive. A-9 A-I -I There is still no data on Groups II and III because of a Bad Film.

One child is verbal but it does not relate to the segment.or the program.

Overall Rating
Very Good - I
Good - I

Show #427

4. ~~I in~~ the sky

Attention

Majority are attentive. One goes from attentive to inattentive. A-9
A-1-1

No verbal responses - The child that is verbal is not refering to the program.

Overall Rating

Very Good - 1
Good - 1

5. All's well

Attention

All the children in one group are attentive. Three jump from Attentive to inattentive.
A - 7
A-1-3

No verbal responses

Overall Rating

Good -1
Fair - 1

6. VTR Alphabet Kid

Attention

The childrens attention varied

Show 427

6. Alphabet Kid

Attention varied.

A - 10

A-I - 5

I-A-I- 1

A-I-A - 1

A-I-D-A - 1

Verbal Responses

Repeats abc's

A-b-c-.

Verbal - not related to show.

Overall Rating

Very Good - 1

Fair - 1

Good - 1

Poor - 1

7 Alice' Steps

Visual Attention

All were attentive. Very effective in retreiving all the children's Attention.

A - 18

Verbal Responses

Mira ! Mira ! (loud)

Mira Baby !

Baby !

Mira !

Es nino !

Overall Rating

Very Good - 4

8. Lower Case "i"

Visual Attention

Most were attentive.
A - 12
I - 2
A-I - 2
I-A - 2

Verbal Responses

none

Motor Responses

plomping

Overall Rating

Very Good - 2
Good - 1
Fair - 1

9. Island

Visual Attention

Most were attentive. Three were Inattentive.
A - 13
1 - 3
a - 2

Verbal Responses

none

Overall Rating

Very Good - 2
Good - 1
Fair - 1

10. Starfish

Visual Attention

All were attentive. All were smiling and interested.
A - 18

Verbal Responses

Mira ! Es pescado oue no esta bueno.
Fish !
Es pescadito
Fish !
Es pescadito
Fish !

Overall Rating

Very Good - 4

11 Mirror, Mirror

Visual Attention

Most were attentive. Only three moved to Inattentive.
A - 14
A-I - 3
A-I-A - 1

Verbal Responses

Agua, again.
verbal not related to program.

Motor Responses

coughing

Overall Rating

Very Good - 2
Good - 2

Show 427

12.- Filmfair I

Visual Attention

All were attentive except one dropped to inattentive.
A - 17
A-I - 1

Verbal Responses

Sings abc's.
abc's repeats.
a to i.

Overall Rating

Very Good - 3
Good - 1

13. Missing Cookies

Visual Attention

Attention varied.
A - 10
A-a - 2
A-I-A - 1
A-I - 3
Out - 1
A-out - 1

Verbal Responses

Cookie ! (3 children)
Cookie-e-e !
Cookies son cookies !
verbal - not related to show

Overall Rating

Very Good - 1
Good - 2
Fair - 1

Show 427

14. Hang Up

Visual Attention

Attention divided. One group dropped to Inattentive.
A-I - 6
A - 5
I - 5
Out 2

Verbal Responses

none

Overall Rating

Very Good - 5
Poor - 3

15. Iron

Visual Attention

Most were inattentive. One child Out testing.
I - 12
A - 5
out - 1

Verbal Responses

none

Overall Rating

Very Good - 1
Poor - 3

Show 427

16. Elephant

Visual Attention

Most were Attentive. One child inattentive moved to attentive.
Very effective in retreiving the attention of all children. One child late.
A - 17
I-A - 1
Out - 1 (testing)

Verbal Responses

Mira!
Mira;
Efefante !
Snake !
It's not a snake ! Elephant !

Overall Rating

Very Good - 3
Good - 1

17. Cleanup Bit

Visual Attention

Most were attentive. One group moved attention to inattentive to attentive.
A-I-A - 5
A - 12
Out - 1 (testing)
A-a - 1

Verbal Responses

Que paso??
"Dijo ice cream ! Dijo Cookies, ice cream".
Cookies and Ice cream.
"Tu tu ru tu" hums.

Overall Rating

Very Good - 2
Good - 2

Show 427

18. Puzzle

Visual Attention

Most were attentive. One group distracted by child crying another late.
A - 13
D - 5
Out - 2 (one testing)

Verbal Responses

none

Overall Responses

Very Good - 3
Distracted - 1

19. Kermit

Visual Attention

Attention varied. One group Distracted.
A - 7
I - 1
a - 1
D - 5
A-I - 1
A-I-A - 3
Out - 2 (one testing)

Verbal Responses

none

Overal Rating

Very Good - 1
Good - 2
Distracted - 1

Show 427

20. Gordon

Visual Attention

Attention varied.
A-11
a - 1
A-I - 3
A-I-A - 2
A-out - 1
out - 1

Verbal Responses

Es platano !
He eats banana !
Una guitara

Motor Responses

She show the figure that doesn't belong.
Moves foot to music.

Overall Rating

Very Good - 1
Good - 1
Fair - 2

21. Patterns

Visual Attention

Most were Attentive. Smiling and enjoyed segment by joining in.
A - 18
A- I - 1
Out - 1

Verbal Responses

Choo Choo ! Flower !
Flower !
Square ! Square ! Two children.

Overall Rating

Very Good - 4

Show 427

22. Lady Bug

Visual Attention

All were attentive.
A - 17
a - 2
out - 1

Verbal Responses

"12"

Overall Rating

Very Good - 3
Good - 1

23. Inez

Visual Attention

Most were attentive.
A - 10
I - 2
A-I-A - 4
I-A - 2
out 1
a-I - 1

Verbal Responses

Mira !

Overall Rating

Very Good - 1
Good - 1
Fair - 2

Show 427

24. Maria classifies / Spanish

Visual Attention

Attention divided. One group was distracted for different reasons.

A - 9

I - 7

A-I-A - 4

Verbal Responses

none

Overall Rating

Good - 3

Poor - 1

25. Monkey Swings

Visual Attention

Most were attentive. Three dropped to inattentive. Effective in retreiving the attention of the children.

A - 16

I - 2

A-I - 2

Verbal Responses

Monkey !

Es Chango !

Es Changito !

Monkey ! Monkey !

Overall Rating

Very Good - 2

Good - 2

Show 427

26. P - Pillow

Visual Attention

Most were attentive. Two were out; one child was being tested.

A - 12

I - 5

a - 1

Out - 2

Verbal Responses

"p"

Motor Responses

Smiling

Overall Rating

Very Good - 2

Fair - 2

27. Octromagnetic

Visual Attention

Most were Attentive. Two moved from attentive to inattentive to attentive.

A - 13

I - 2

a-I - 1

Out - 2

Verbal Responses

Que estan aciendo?? Es un grandote magnet !

Motor Responses

Smiling..

Overall Rating

Very Good - 2

Gair - 2

Show 427

28. "p"

Visual Attention

Attention dropped. One group distracted.

A - 8

a - 4

I - 1

Out - 2

D - 5

Verbal Responses

None

Overall Rating

Very Good - 1

Good - 1

Fair - 1

Distracted - 1

29. Slot Machine - Same/Different

Visual Attention

Most were attentive. Four were not completely attentive.

A - 11

a - 4

I - 1

A-I - 2

Out - 2

Verbal Responses

Repeats: Same/Different.

Verbal - not related to show.

Overall Rating

Very Good - 1

Good - 2

Fair - 1

30. Birthday Cake.

Visual Attention

Attention varied. Indications are segment is too long. Attention dropped and returned throughout segment. Very little responses.

A - 6
I - 3
a - 1
A-I -4
I-a - 1
I-A - 2
I-A-I - 1
Out - 1
a-A-I-A - 1

Verbal Responses

Ahora no salio el cocinero !

Overall Rating

Very Good - 1
Fair - 3

31. Same Dress

Visual Attention

Most were attentive. Effective in retreiving attention.

A - 11
a - 4
I - 3
Out - 1
I-A - 1

Verbal Responses

"Amazing!" Son igales !

Motor Responses

Laughter.

Overall Rating

Very Good - 1 Good - 1 Fair - 2

Show 427

32. Everybody is Susan

Visual Attention

Attention varied.
A - 9
I - 4
a-A - 2
A-I - 1
I-A - 2
I-A-I - 1
Out - 1

Verbal Responses

Boing!
Mira!

Motor Responses

Stretching.

Overall Rating

Very Good - 1
Good - 1
Fair - 1
Poor - 1

33. Henson #12 Rocks

Visual Attention

All were attentive. One child out being tested. Smiling and eager to join in on counting.
A - 18
I-A - 1
Out - 1

Verbal Responses

Two repeat the numbers.
"12" "Los huevos", and counts.....
"12" Counts.
" It's over" !
One child Counts-laughs-counts.
Three count one to twelve.

33. Rocks....Continued

Motor Responses

Laughter....

Repeating...

Overall Rating

Very Good - 3

Good - 1

34. Capital i

Visual Attention

Most were Attentive. One group distracted.

A - 13

A-I - 1

A-I-A - 1

D - 5

Verbal Responses

Mira !

Overall Rating

Very Good - 2

Good - 1

Distracted - 1

Show 427

35. Girl

Visual Attention

Most were attentive.
A - 11
a - 1
I - 1
A-I - 2
I - 4

Verbal Responses

"Let me show you."

Overall Rating

Very Good - 2
Fair - 1
Poor - 1

36. Lady Bug and Picnic.

Visual Attention

Most were attentive. Very effective in retreiving the children's attention.
A - 18
I - 1
Out - 1

Verbal Responses

Counting 1 to 12 by three children.

Motor Responses

Clapping.
Moves his legs at the sound of the counting music.

Overall Rating

Very Good - 3
Good - 1

Show 427

37. Goodbye

Visual Attention

Most were attentive.

A - 18
I - 1
Out - 1

Verbal Responses

Ya se cavo??

Overall Rating

Very Good - 3
Good - 1

RATING

POOR	A-2	
	I-3	
FAIR	A-3	When children are responding will go over to GOOD.
	I-2	
GOOD	A-4	
	I- 1	
GOOD	A-5	With verbal responses from more than one-VERY GOOD.

Program Reviews on some of the shows presented during the Testing period.

Shows #401 to #405

Shows #407

Shows #411 to #416

SHCW# 401

The following segments are of interest:

* 3 -Appealing segment, all the children were attentive.

10- All the children watched this segment, half of them repeated the alphabet.

19- The ones watching followed it very closely.

21- Most of the children watched this segment, they liked the music and found it very appealing.

26- The majority, started watching this segment, but it was too long making them lose interest after a while.

30- Keep the attention of the children, followed very closely by them.

SHCW# 402

Segments of interest:

*2 - Educational and appealing to the children, in all the groups they react very positive to this segment.

16- Was a poor segment, too much violent.

23- Appealing to the children, teaches racial acceptance of self and to be proud of what they are.

28- Very good segment, they were attentive, reinforce the positive image of the spanish language.

31-The attention of the children were maintain, they like nature nature films.

36- Educational, the children were attentive.

SHOW# 403

Segments of interest:

* 6- Appealing segment, they count, and were attentive.

7- Educational, all the children watched this segment and follow it very closely.

10- Those watching, were very attentive and move their head accordingly with the sound of the music.

11- They found this segment funny, but it was too long and they lost interest towards the end.

17- Very attentive, the children like to see the rain, but too stereo-type men carry black umbrellas and women carry colorful umbrella.

29- The children found this segment very funny and were very attentive to it.

32- Segment was very good, and all the children were very attentive , however, they failed to name the nimals

38- This spanish segment was appealing to the children, they found very funny and followed it closely.

40-41-42-All this segments were very appealing to the children, they responde very positive to it.

SHOW# 404

The following segments are of interest:

*6- Those watching were very attentive and a few of them called the animals by name.

18- Attentive, they all watched this segment and found it very cute.

19- Appealing to the children, a few of them imitate sounds.

23- Was good, most of the children liked.

25- The ones watching followed it very closely.

39- The majority watched this spanish segment, and in a group they repeat the words.

SHOW# 405

Segments of interest:

*5- This was a positive segment, the children liked and some of them imitate movements.

14- This spanish segment keep the attention of the children, they liked.

19- Spanish segment, children were attentive and some of them repeat the numbers.

23- This is a negative segment, half of the children watched, is set as opposite force, adults vs children.

30- Attentive, the children react positive and some repeat sound.

33- Negative actitud toward Oscar, no good, half of the children watched.

SESAME STREET PROGRAM REVIEWS
Script #407
Date: Nov. 14, 1972

10. FILM: MAN & THE FROG

This segment was informative and well executed. The lesson of tolerance, if not acceptance, was evident.

11. OFFICER BIRD HELPS A LADY (ROLES & FUNCTIONS)

If this segment was meant to instill respect in police officers, it failed. The positive roles that were those of helping little old ladies cross streets and helping lost children are not true to life. The comment about the neighborhood going down hill was unnecessary.

18. VTR: THE WITCHES COOPERATE

The must be some positive, dynamic roles for girls other than those of ballerinas, nurses, and witches. The witches were weak characters. They did not posses any powers (the objects did) and lacked ability (it took three to make soup). If girls are going to be witches, at least they should be powerful.

23. FILM: (LA) EVERYBODY EATING 1:58

The scenes of people and animals eating were interesting. This segment was also good in that it showed all age groups and most ethnic groups. These can be scenes that a child would not ordinarily be exposed to (and perhaps, even adults).

25. VTR: MARTIANS MEET A CLOCK

This segment was too long, boring, and with much unnecessary repetion and noise.

33. VTR: SONG: A--YOU'RE ADORABLE 2:53

In this segment all the words the boy used in describing his girlfriend were chavenistic in nature. Any girl possesing these superficial characteristics would be unhuman (that is, lacking real, human characteristics) lacking any function in life but to bend at others wills.

37. VTR: ANGEL'S HAIRCUT

This bilingual segment was very good. Words and expressions in Spanish were appropriate and phased in well. A child can learn both Spanish and English at the same time. If a word is unknown to a child, the meaning can be derived from the rest of the sentence or dialouge.

SESAME STREET PROGRAM REVIEWS
Script #406
Date: Nov. 13, 1972

21. VTR: COUNT COUNTS ERNIE'S BLOCKS

The segment in which the Count made use of Ernie's blocks to count to six was well excuted and effective. The use of thunder and lightning and the Count's dynamism added to the power of the number six. He mentioned that it is often difficult to count objects when they are in a pile. A child could relate to this fact. It was a little too long.

25. VTR: ME.

This segment seemed to begin with a long list of occupations for men (at least in a child's mind) then followed with a little girl singing a song about being utterly delicious. The gap between a solid worth-while occupation and a preoccupation with being sweeter and nicer was glaring. These superficial qualities are not of much value in this society for persons of either sex.

40. GOODBYE

Snuffy is not only uninteresting to the viewers but, it seems, is also not interesting to the children of Sesame Street. The children seemed reluctant to get near him. When he is visible and the mystic gone, he is totally uninteresting.

October 31, 1972

Comments on Sesame Street Shows #411 thru 416

SHOW #	SEGMENT #	COMMENTS
411		None
412		None
413	38,39	Much more functional words could be used to teach the letter "o" than opera and Olga. Opera is not a word commonly used nor identified with by children. Ojo,Oir, Oçéano , olla, are examples of words that would have much more meaning for the children.
** 414	36 , 38	Oscar's House is not Casa Oscar but is La Casa de Oscar.
416		None

** CASA, was one of the sight words used in the Test administered. All the subjects answered the question incorrectly. One should note that only one segment presented the word CASA (the article was omitted, there was a suggestion of correction).

Test answeres for questions 1 to 82 for the Pre and Post Test.

Child's Name	Question #	Pre - Test	Post - Test	Comments & Rati
1. Elizabeth Macias	1	6	13.	+
2. Tracy Neimes	1	—	4	+
3. Oscar Garcia	1	9	9	
4. Beatriz Cruz	1	0	0	
5. Rogelio Cuevas	1	11	9	—
6. Eliberto Valencia	1	0	0	
7. Lucy Perales	1	4	6	+
8. Georgie King	1	4	14	+
9. Emilio Elizarras	1	7	8	+
10 Ulivaldo Chavez	1	6	8	+
11 Lety Llanez	1	9	12	+
12. Johnny Gaudet	1	2	1	—
13. Robert Canales	1	3	2	—
14 Martin Luna	1	10	12	+
15. Stieve Diaz M	1	4	8	+
16 Urbano Luna	1	0	7	+
17 Danny Quijada	1	4	0	—
18 Jimmy Rodriguez	1	2	0	—
19 Mark Cortez	1.	14	8	—

Child's Name	Question #	Pre - Test	Post - Test	Comments & Ratin
1. Elizabeth Macias	2	6	6	−
2. Tracy Neimes	2	−	8	+
3. Oscar Garcia	2	6	5	−
4. Beatriz Cruz	2	6	0	
5. Rogelio Cuevas	2	6	14	+
6. Eliberto Valencia	2	0	0	
7. Lucy Perales	2	4	9	+
8. Georgie King	2	−	9	+
9. Emilio Elizarras	2	−	5	+
10. Ulivaldo Chavez	2	9	6	−
11. Lety Llanez	2	5	9	+
12. Johnny Gaudet	2	0	0	−
13. Robert Canales	2	−	−	
14. Martin Luna	2	16	18	+
15. Stievo Diaz M	2	6	5	−
16. Urbano Luna	2	0	5	+
17. Danny Quijada	2	3	0	−
18. Jimmy Rodriguez	2	1	0	−
Maria Canales	2	173		

Child's Name	Question #	Pre - Test	Post - Test	Comments & Ro
1. Elizabeth Macias	3	+	+	
	2			
2. Tracy Neimes	3	+	−	−
3. Oscar Garcia	3	+	+	
4. Beatriz Cruz	3	+	+	
5. Rogelio Cuevas	3	+	+	
6. Eliberto Valencia	3	−	+	−
7. Lucy Perales	3	+	+	
8. Georgie King	3	+	+	
9. Emilio Elizarras	3	+	+	
10. Ulivaldo Chavez	3	+	+	
11. Lety Llanez	3	+	+	
12. Johnny Gaudet	3	+	+	
13. Robert Canales	3	+	+	
14. Martin Luna	3	+	+	
15. Stieve Diaz M	3	−	+	+
16. Urbano Luna	3	+	−	−
17. Danny Quijada	3	+	+	
18. Jimmy Rodriguez	3	+	+	
Maria Canales	1 - 3	+	+	

Child's Name	Question #	Pre - Test	Post - Test	Comments & Ra
1. Elizabeth Macias	4	+	+	
2. Tracy Neimes	4	—	—	
3. Oscar Garcia	4	+	+	
4. Beatriz Cruz	4	—	—	
5. Rogelio Cuevas	4	+	—	—
6. Eliberto Valencia	4	—	—	
7. Lucy Perales	4	—	+	+
8. Georgie King	4	—	+	+
9. Emilio Elizarras	4	—	—	
10. Ulivaldo Chavez	4	+	+	
11. Lety Llanez	4	—	—	
12. Johnny Gaudet	4	—	—	
13. Robert Canales	4	—	+	+
14. Martin Luna	4	+	+	
15. Stieve Diaz M	4	—	—	
16. Urbano Luna	4	+	—	—
17. Danny Quijada	4	+	—	—
18. Jimmy Rodriguez	4	—	—	
Marlo Canales	4	+	+	
		175		

Child's Name	Question #	Pre - Test	Post - Test	Comments & Ra
1. Elizabeth Macias	5	+	+	
2. Tracy Neimes	5	+	+	
3. Oscar Garcia	5	+	+	
4. Beatriz Cruz	5	+	+	
5. Rogelio Cuevas	5	−	−	
6. Eliberto Valencia	5	+	−	−
7. Lucy Perales	5	+	+	
8. Georgie King	5	+	+	
9. Emilio Elizarras	5	+	+	
10. Ulivaldo Chavez	5	+	+	
11. Lety Llanez	5	+	+	
12. Johnny Gaudet	5	+	−	−
13. Robert Canales	5	+	+	
14. Martin Luna	5	+	+	
15. Stieve Diaz M	5	+	+	
16. Urbano Luna	5	+	−	−
17. Danny Quijada	5	+	+	
18. Jimmy Rodriguez	5	+	+	
Maria Canales	5	+	+	

Child's Name	Question #	Pre - Test	Post - Test	Comments & Re
1. Elizabeth Macias	6	—	+	+
2. Tracy Neimes	6	—	—	
3. Oscar Garcia	6	+	+	
4. Beatriz Cruz	6	—	—	
5. Rogelio Cuevas	6	+	+	
6. Eliberto Valencia	6	+	+	
7. Lucy Perales	6	+	+	
8. Georgie King	6	—	+	—
9. Emilio Elizarras	6	+	+	
10. Ulivaldo Chavez	6	—	—	
11. Lety Llanez	6	—	—	
12. Johnny Gaudet	6	+	+	
13. Robert Canales	6	+	+	
14. Martin Luna	6	+	+	
15. Stieve Diaz M	6	+	+	
16. Urbano Luna	6	+	—	—
17. Danny Quijada	6	+	+	
18. Jimmy Rodriguez	6	+	+	
Mark Canales	6	+	+	

Child's Name	Question #	Pre - Test	Post - Test	Comments & Ra
1. Elizabeth Macias	7	—	—	
2. Tracy Neimes	7	—	—	
3. Oscar Garcia	7	+	+	
4. Beatriz Cruz	7	—	—	
5. Rogelio Cuevas	7	+	+	
6. Eliberto Valencia	7	+	—	—
7. Lucy Perales	7	—	+	+
8. Georgie King	7	—	+	+
9. Emilio Elizarras	7	—	+	+
10. Ulivaldo Chavez	7	+	—	—
11. Lety Llanez	7	+	—	—
12. Johnny Gaudet	7	+	—	—
13. Robert Canales	7	—	+	+
14. Martin Luna	7	+	+	
15. Stieve Diaz M	7	—	—	
16. Urbano Luna	7	—	+	+
17. Danny Quijada	7	—	+	+
18. Jimmy Rodriguez	7	—	—	
Mark Canales	7	+	+	

Child's Name	Question #	Pre - Test	Post - Test	Comments & Ra
1. Elizabeth Macias	8	—	+	—
2. Tracy Neimes	8	+	+	
3. Oscar Garcia	8	+	+	
4. Beatriz Cruz	8	+	—	—
5. Rogelio Cuevas	8	+	—	—
6. Eliberto Valencia	8	+	+	
7. Lucy Perales	8	+	—	—
8. Georgie King	8	—	+	+
9. Emilio Elizarras	8	—	+	+
10. Ulivaldo Chavez	8	+	+	
11. Lety Llanez	8	—	—	
12. Johnny Gaudet	8	+	+	
13. Robert Canales	8	+	+	
14. Martin Luna	8	+	+	
15. Steve Diaz M	8	—	+	+
16. Urbano Luna	8	—	+	+
17. Danny Quijada	8	+	—	—
18. Jimmy Rodriguez	8	—	—	
Maria Canales	8	—	+	

Child's Name	Question #	Pre - Test	Post - Test	Comments & Ra
1. Elizabeth Macias	9	—	+	+
2. Tracy Neimes	9	—	—	
3. Oscar Garcia	9	—	+	+
4. Beatriz Cruz	9	+	—	—
5. Rogelio Cuevas	9	—	—	
6. Eliberto Valencia	9	—	—	
7. Lucy Perales	9	+	+	
8. Georgie King	9	—	—	
9. Emilio Elizarras	9	—	—	
10. Ulivaldo Chavez	9	—	—	
11. Lety Llanez	9	—	—	
12. Johnny Gaudet	9	—	—	
13. Robert Canales	9	—	—	
14. Martin Luna	9	+	+	
15. Stieve Diaz M	9	—	—	
16. Urbano Luna	9	—	—	
17. Danny Quijada	9	—	+	+
18. Jimmy Rodriguez	9	—	—	
Maria Canales	9	—	+	

Child's Name	Question #	Pre - Test	Post - Test	Comments & Ra
1. Elizabeth Macias	10	—	+	+
2. Tracy Neimes	10	—	—	
3. Oscar Garcia	10	—	+	—
4. Beatriz Cruz	10	—	—	
5. Rogelio Cuevas	10	—	—	
6. Eliberto Valencia	10	—	—	
7. Lucy Perales	10	—	±	+
8. Georgie King	10	—	—	
9. Emilio Elizarras	10	—	—	
10. Ulivaldo Chavez	10	—	—	
11. Lety Llanez	10	—	—	
12. Johnny Gaudet	10	—	—	
13. Robert Canales	10	—	—	
14. Martin Luna	10	+	+	
15. Stieve Diaz M	10	—	—	
16. Urbano Luna	10	—	+	+
17. Danny Quijada	10	—	—	
18. Jimmy Rodriguez	10	—	—	
Mark Cantu	10	—	—	

Child's Name	Question #	Pre - Test	Post - Test	Comments & Rat
1. Elizabeth Macias	11	—	—	
2. Tracy Neimes	19	—	—	
3. Oscar Garcia	11	—	—	
4. Beatriz Cruz	11	—	—	
5. Rogelio Cuevas	11	—	—	
6. Eliberto Valencia	11	—	—	
7. Lucy Perales	11	—	—	
8. Georgie King	11	—	—	
9. Emilio Elizarras	11	—	—	
10. Ulivaldo Chavez	11	—	—	
11. Lety Ibanez	11	—	—	
12. Johnny Gaudet	11	—	—	
13. Robert Canales	11	—	—	
14. Martin Luna	11	—	+	+
15. Stieve Diaz M	11	—	—	
16. Urbano Luna	11	—	—	
17. Danny Quijada	11	—	—	
18. Jimmy Rodriguez	11	+	—	—
19. Marlo Canales	11	+	+	

Child's Name	Question #	Pre - Test	Post - Test	Comments & Re
1. Elizabeth Macias	12	—	—	
2. Tracy Neimes	12	—	—	
3. Oscar Garcia	12	—	—	
4. Beatriz Cruz	12	—	+	
5. Rogelio Cuevas	12	—	—	
6. Eliberto Valencia	12	—	—	
7. Lucy Perales	12	—	—	
8. Georgie King	12	—	—	
9. Emilio Elizarras	12	—	—	
10. Ulivaldo Chavez	12	—	—	
11. Lety Llanez	12	—	—	
12. Johnny Gaudet	12	—	—	
13. Robert Canales	12	—	—	
14. Martin Luna	12	—	+	+
15. Stieve Diaz M	12	—	—	
16. Urbano Luna	12	—	—	
17. Danny Quijada	12	—	—	
18. Jimmy Rodriguez	12	—	—	
19. Marlo Canales	12	—	—	

Child's Name	Question #	Pre - Test	Post - Test	Comments & Ra
1. Elizabeth Macias	13	—	—	
2. Tracy Neimes	13	—	—	
3. Oscar Garcia	13	+	+	
4. Beatriz Cruz	13	—	—	
5. Rogelio Cuevas	13	—	—	
6. Eliberto Valencia	13	—	—	
7. Lucy Perales	13	+	+	
8. Georgie King	13	—	—	
9. Emilio Elizarras	13	—	—	
10. Ulivaldo Chavez	13	—	—	
11. Lety Llanez	13	—	—	
12. Johnny Gaudet	13	—	—	
13. Robert Canales	13	—	—	
14. Martin Luna	13	+	+	
15. Stievo Diaz M	13	+	—	—
16. Urbano Luna	13	—	—	
17. Danny Quijada	13	+	—	—
18. Jimmy Rodriguez	13	+	—	—
19 Marlo Canales	13	—	—	

Child's Name	Question #	Pre - Test	Post - Test	Comments & Rat
1. Elizabeth Macias	14	—	—	
2. Tracy Neimes	14	—	—	
3. Oscar Garcia	14	—	—	
4. Beatriz Cruz	14	—	—	
5. Rogelio Cuevas	14	—	—	
6. Eliberto Valencia	14	—	—	
7. Lucy Perales	14	—	—	
8. Georgie King	14	—	—	
9. Emilio Elizarras	14	—	—	
10. Ulivaldo Chavez	14	—	—	
11. Lety Llanez	14	—	—	
12. Johnny Gaudet	14	—	—	
13. Robert Canales	14	—	—	
14. Martin Luna	14	+	+	
15. Stieve Diaz M	14	—	—	
16. Urbano Luna	14	—	+	+
17. Danny Quijada	14	—	—	
18. Jimmy Rodriguez	14	+	—	—
19. Marlo Canales	14	—	+	+

Child's Name	Question #	Pre - Test	Post - Test	Comments & Re
1. Elizabeth Macias	15	—	—	
2. Tracy Neimes	15	—	+	—
3. Oscar Garcia	15	—	—	
4. Beatriz Cruz	15	—	—	
5. Rogelio Cuevas	15	—	—	
6. Eliberto Valencia	15	—	—	
7. Lucy Perales	15	—	—	
8. Georgie King	15	—	—	
9. Emilio Elizarras	15	—	—	
10. Ulivaldo Chavez	15	—	—	
11. Lety Llanez	15	—	—	
12. Johnny Gaudet	15	—	—	
13. Robert Canales	15	—	—	
14. Martin Luna	15	+	+	
15. Stieve Diaz M	15	—	—	
16. Urbano Luna	15	—	—	
17. Danny Quijada	15	—	—	
18. Jimmy Rodriguez	15	—	—	
19. Marlo Canales	15	+ 186	—	—

Child's Name	Question #	Pre - Test	Post - Test	Comments & Rat
1. Elizabeth Macias	16	—	—	
2. Tracy Neimes	16	—	—	
3. Oscar Garcia	16	—	—	
4. Beatriz Cruz	16	—	—	
5. Rogelio Cuevas	16	+	—	—
6. Eliberto Valencia	16	—	—	
7. Lucy Perales	16	—	+	+
8. Georgie King	16	—	—	
9. Emilio Elizarras	16	—	—	
10. Ulivaldo Chavez	16	—	—	
11. Lety Llanez	16	—	—	
12. Johnny Gaudet	16	—	—	
13. Robert Canales	16	—	—	
14. Martin Luna	16	—	+	—
15. Stiove Diaz M	16	—	—	
16. Urbano Luna	16	—	—	
17. Danny Quijada	16	—	+	+
18. Jimmy Rodriguez	16	—	—	
19. Marlo Canales	16	—	—	

Child's Name	Question #	Pre - Test	Post - Test	Comments & Ra
1. Elizabeth Macias	17	−	−	
2. Tracy Neimes	17	−	−	
3. Oscar Garcia	17	+	−	−
4. Beatriz Cruz	17	−	−	
5. Rogelio Cuevas	17	−	−	
6. Eliberto Valencia	17	−	−	
7. Lucy Perales	17	−	−	
8. Georgie King	17	−	−	
9. Emilio Elizarras	17	−	−	
10. Ulivaldo Chavez	17	−	−	
11. Lety Llanez	17	−	−	
12. Johnny Gaudet	17	−	−	
13. Robert Canales	17	−	−	
14. Martin Luna	17	−	+	+
15. Stieve Diaz M	17	−	−	
16. Urbano Luna	17	+	−	−
17. Danny Quijada	17	−	−	
18. Jimmy Rodriguez	17	+	−	−
19. Marlo Canales	17	+	+	

Child's Name	Question	Pre - Test	Post - Test	Comments & Ro
1. Elizabeth Macias	18	+	−	−
2. Tracy Neimes	18	−	−	
3. Oscar Garcia	18	+	+	
4. Beatriz Cruz	18	−	−	
5. Rogelio Cuevas	18	−	−	
6. Eliberto Valencia	18	−	−	
7. Lucy Perales	18	+	−	−
8. Georgie King	18	−	−	
9. Emilio Elizarras	18	+	+	
10. Ulivaldo Chavez	18	−	−	
11. Lety Ulanez	18	−	−	
12. Johnny Gaudet	18	−	−	
13. Robert Canales	18	+	−	−
14. Martin Luna	18	+	+	
15. Stievo Diaz M	18	−	−	
16. Urbano Luna	18	+	+	
17. Danny Quijada	18	+	−	−
18. Jimmy Rodriguez	18	−	+	+
19. Marlo Canales	18	−	−	

Child's Name	Question #	Pre - Test	Post - Test	Comments & Ra
1. Elizabeth Macias	19	—	—	
2. Tracy Neimes	19	—	—	
3. Oscar Garcia	19	+	+	
4. Beatriz Cruz	19	—	—	
5. Rogelio Cuevas	19	—	—	
6. Eliberto Valencia	19	—	—	
7. Lucy Perales	19	—	—	
8. Georgie King	19	—	—	
9. Emilio Elizarras	19	—	—	
10. Ulivaldo Chavez	19	—	—	
11. Lety Llanez	19	—	—	
12. Johnny Gaudet	19	—	—	
13. Robert Canales	19	—	—	
14. Martin Luna	19	+	+	
15. Stieve Diaz M	19	+	—	—
16. Urbano Luna	19	+	—	—
17. Danny Quijada	19	+	+	
18. Jimmy Rodriguez	19	—	—	
19 Marlo Canales	19	+	+	100

Child's Name	Question	Pre - Test	Post - Test	Comments & Ra
1. Elizabeth Macias	20	+	−	−
2. Tracy Neimes	20	−	−	
3. Oscar Garcia	20	+	−	−
4. Beatriz Cruz	20	+	−	−
5. Rogelio Cuevas	20		−	
6. Eliberto Valencia	20	−	−	
7. Lucy Perales	20	−	−	
8. Georgie King	20	−	−	
9. Emilio Elizarras	20	−	+	+
10. Ulivaldo Chavez	20	−	−	
11. Lety Llanez	20	−	−	
12. Johnny Gaudet	20	−	−	−
13. Robert Canales	20	−	−	
14. Martin Luna	20	+	+	
15. Stieve Diaz M	20	−	−	
16. Urbano Luna	20	+	−	−
17. Danny Quijada	20	+	−	−
18. Jimmy Rodriguez	20	−	+	+
19. Marlo Canales	20	+	−	−

Child's Name	Question #	Pre - Test	Post - Test	Comments & Ra
1. Elizabeth Macias	21	—	—	
2. Tracy Neimes	21	—	—	
3. Oscar Garcia	21	+	—	—
4. Beatriz Cruz	21	+	—	—
5. Rogelio Cuevas	21	—	—	
6. Eliberto Valencia	21	—	—	
7. Lucy Perales	21	+	—	—
8. Georgie King	21	—	—	
9. Emilio Elizarras	21	—	—	
10. Ulivaldo Chavez	21	—	—	
11. Lety Llanez	21		—	
12. Johnny Gaudet	21	—	—	—
13. Robert Canales	21	—	—	
14. Martin Luna	21	+	+	
15. Stieve Diaz M	21	—	—	
16. Urbano Luna	21	—	—	
17. Danny Quijada	21	+	—	—
18. Jimmy Rodriguez	21	+	—	—
19. Marlo Canales	21	+	—	—

Child's Name	Question #	Pre - Test	Post - Test	Comments & Re
1. Elizabeth Macias	22	−	−	
2. Tracy Neimes	22	−	−	
3. Oscar Garcia	22	+	+	
4. Beatriz Cruz	22	−	−	
5. Rogelio Cuevas	22	−	−	
6. Eliberto Valencia	22	−	−	
7. Lucy Perales	22	+	+	
8. Georgie King	22	−	−	
9. Emilio Elizarras	22	+	−	−
10. Ulivaldo Chavez	22	−	−	
11. Lety Llanez	22		−	
12. Johnny Gaudet	22	−	−	
13. Robert Canales	22	−	−	
14. Martin Luna	22	+	+	
15. Stieve Diaz M	22	−	−	
16. Urbano Luna	22	−	−	
17. Danny Quijada	22	+	−	−
18. Jimmy Rodriguez	22	−	−	
19 Marlo Canales	22	−	+	

Child's Name	Question	Pre - Test	Post - Test	Comments & Rat
1. Elizabeth Macias	23	—	—	
2. Tracy Neimes	23	—	—	
3. Oscar Garcia	23	+	—	—
4. Beatriz Cruz	23	+	—	—
5. Rogelio Cuevas	23	—	—	
6. Eliberto Valencia	23	—	—	
7. Lucy Perales	23	+	—	—
8. Georgie King	23	—	—	
9. Emilio Elizarras	23	—	—	
10. Ulivaldo Chavez	23	—	—	
11. Lety Llanez	23	—	—	
12. Johnny Gaudet	23	—	—	
13. Robert Canales	23	—	—	
14. Martin Luna	23	+	+	
15. Stieve Diaz M	23	—	—	
16. Urbano Luna	23	+	—	—
17. Danny Quijada	23	+	—	—
18. Jimmy Rodriguez	23	—	—	
19. Marlo Canales	23	—	+	+

Child's Name	Question #	Pre - Test	Post - Test	Comments & Rat
1. Elizabeth Macias	24	—	—	
2. Tracy Neimes	24	—	—	
3. Oscar Garcia	24	—	—	
4. Beatriz Cruz	24	—	—	
5. Rogelio Cuevas	24	—	—	
6. Eliberto Valencia	24	—	—	
7. Lucy Perales	24	—	+	+
8. Georgie King	24	—	—	
9. Emilio Elizarras	24	—	—	
10. Ulivaldo Chavez	24	—	—	
11. Lety Llanez	24	—	—	
12. Johnny Gaudet	24	—	—	
13. Robert Canales	24	+	—	—
14. Martin Luna	24	+	+	
15. Stieve Diaz M	24	—	—	
16. Urbano Luna	24	+	—	—
17. Danny Quijada	24	—	—	
18. Jimmy Rodriguez	24	—	—	
19. Marlo Canales	24	—	+	+

Child's Name	Question #	Pre - Test	Post - Test	Comments & Ra
1. Elizabeth Macias	25	+	+	
2. Tracy Neimes	25	+	+	
3. Oscar Garcia	25	+	+	
4. Beatriz Cruz	25		+	
5. Rogelio Cuevas	25	—	+	+
6. Eliberto Valencia	25	—	—	
7. Lucy Perales	25	+	+	
8. Georgie King	25	+	+	
9. Emilio Elizarras	25	+	+	
10. Ulivaldo Chavez	25	+	+	
11. Lety Llanez	25	+	+	
12. Johnny Gaudet	25	+	+	
13. Robert Canales	25	+	+	
14. Martin Luna	25	+	+	
15. Stieve Diaz M	25	+	+	
16. Urbano Luna	25	+	+	
17. Danny Quijada	25	+	+	
18. Jimmy Rodriguez	25	+	+	
19. Marlo Canales	25	+	+	

Child's Name	Question #	Pre - Test	Post - Test	Comments & Ra
1. Elizabeth Macias	26	+	+	
2. Tracy Neimes	26	+	+	
3. Oscar Garcia	26	+	+	
4. Beatriz Cruz	26		+	
5. Rogelio Cuevas	26	—	+	+
6. Eliberto Valencia	26	+	+	
7. Lucy Perales	26	+	+	
8. Georgie King	26	+	+	
9. Emilio Elizarras	26	+	+	
10. Ulivaldo Chavez	26	+	+	
11. Lety Llanez	26	+	+	
12. Johnny Gaudet	26	+	+	
13. Robert Canales	26	+	+	
14. Martin Luna	26	+	+	
15. Stieve Diaz M	26	+	+	
16. Urbano Luna	26	+	+	
17. Danny Quijada	26	+	+	
18. Jimmy Rodriguez	26	+	+	
19 Marlo Canales	26	+	+	

Child's Name	Question #	Pre - Test	Post - Test	Comments & Rat
1. Elizabeth Macias	27	+	+	
2. Tracy Neimes	27	+	+	
3. Oscar Garcia	27	+	+	
4. Beatriz Cruz	27		+	
5. Rogelio Cuevas	27	−	+	+
6. Eliberto Valencia	27	+	+	
7. Lucy Perales	27	+	+	
8. Georgie King	27	+	+	
9. Emilio Elizarras	27	+	+	
10. Ulivaldo Chavez	27	+	−	−
11. Lety Llanez	27	+	+	
12. Johnny Gaudet	27	+	+	
13. Robert Canales	27	+	+	
14. Martin Luna	27	+	+	
15. Stieve Diaz M	27	+	+	
16. Urbano Luna	27	+	+	
17. Danny Quijada	27	+	+	
18. Jimmy Rodriguez	27	+	+	
19. Marlo Canales	27	+	+	

Child's Name	Question #	Pre - Test	Post - Test	Comments & Rat
1. Elizabeth Macias	28	-	+	+
2. Tracy Neimes	28	+	+	
3. Oscar Garcia	28	+	+	
4. Beatriz Cruz	28		+	
5. Rogelio Cuevas	28	-	+	+
6. Eliberto Valencia	28	+	-	-
7. Lucy Perales	28	+	+	
8. Georgie King	28	+	+	
9. Emilio Elizarras	28	+	+	
10. Ulivaldo Chavez	28	+	+	
11. Lety Ibanez	28	+	-	-
12. Johnny Gaudet	28	+	+	
13. Robert Canales	28	+	+	
14. Martin Luna	28	+	-	-
15. Stieve Diaz M	28	+	+	
16. Urbano Luna	28	+	-	-
17. Danny Quijada	28	+	+	
18. Jimmy Rodriguez	28	-	+	+
19. Marlo Canales	28	+	+	

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Child's Name	Question #	Pre - Test	Post - Test	Comments & Rat
1. Elizabeth Macias	29	+	+	
2. Tracy Neimes	29	+	+	
3. Oscar Garcia	29	+	+	
4. Beatriz Cruz	29	+	+	
5. Rogelio Cuevas	29	+	+	
6. Eliberto Valencia	29	+	+	
7. Lucy Perales	29	+	+	
8. Georgie King	29	+	+	
9. Emilio Elizarras	29	+	+	
10. Ulivaldo Chavez	29	+	+	
11. Lety Llanez	29	+	+	
12. Johnny Gaudet	29	+	+	
13. Robert Canales	29	+	+	
14. Martin Luna	29	+	+	
15. Stieve Diaz M	29	+	+	
16. Urbano Luna	29	+	+	
17. Danny Quijada	29	+	+	
18. Jimmy Rodriguez	29	+	+	
19. Marlo Canales	29	+	+	
		200		

Child's Name	Question	Pre - Test	Post - Test	Comments & Ra
1. Elizabeth Macias	30	+	+	
2. Tracy Neimes	30	+	+	
3. Oscar Garcia	30	+	+	
4. Beatriz Cruz	30	+	+	
5. Rogelio Cuevas	30	+	+	
6. Eliberto Valencia	30	+	-	-
7. Lucy Perales	30	+	+	
8. Georgie King	30	+	+	
9. Emilio Elizarras	30	+	+	
10. Ulivaldo Chavez	30	+	+	
11. Lety Llanez	30	+	+	
12. Johnny Gaudet	30	+	+	
13. Robert Canales	30	+	+	
14. Martia Luna	30	+	+	
15. Stieve Diaz M	30	+	+	
16. Urbano Luna	30	+	+	
17. Danny Quijada	30	+	+	
18. Jimmy Rodriguez	30	+	+	
19 Marlo Canales	30	+	+	

Child's Name	Question #	Pre - Test	Post - Test	Comments & Rat
1. Elizabeth Macias	31	+	+	
2. Tracy Neimes	31	+	−	−
3. Oscar Garcia	31	+	+	
4. Beatriz Cruz	31	+	+	
5. Rogelio Cuevas	31	+	+	
6. Eliberto Valencia	31	+	+	
7. Lucy Perales	31	+	+	
8. Georgie King	31	+	+	
9. Emilio Elizarras	31	+	+	
10. Ulivaldo Chavez	31	+	−	−
11. Lety Llanez	31	+	+	
12. Johnny Gaudet	31	+	−	−
13. Robert Canales	31	+	+	
14. Martin Luna	31	+	+	
15. Stieve Diaz M	31	+	+	
16. Urbano Luna	31	+	+	
17. Danny Quijada	31	+	+	
18. Jimmy Rodriguez	31	+	+	
19. Marlo Canales	31	+	+	

Child's Name	Question #	Pre - Test	Post - Test	Comments & Rati
1. Elizabeth Macias	32	—	—	
2. Tracy Neimes	32	—	—	
3. Oscar Garcia	32	—	—	
4. Beatriz Cruz	32	—	—	
5. Rogelio Cuevas	32	—	—	
6. Eliberto Valencia	32	—	—	
7. Lucy Perales	32	—	—	
8. Georgie King	32	—	—	
9. Emilio Elizarras	32	—	—	
10. Ulivaldo Chavez	32	—	—	
11. Lety Llanez	32	—	—	
12. Johnny Gaudet	32	—	—	
13. Robert Canales	32	+	+	
14. Martin Luna	32	—	—	
15. Stieve Diaz M	32	—	—	
16. Urbano Luna	32	—	—	
17. Danny Quijada	32	—	—	
18. Jimmy Rodriguez	32	—	—	
19. Marlo Canales	32	—	+	+
		203		

Child's Name	Question #	Pre - Test	Post - Test	Comments & Rat
1. Elizabeth Macias	33	—	—	
		—		
2. Tracy Neimes	33	—	—	
3. Oscar Garcia	33	—	—	
4. Beatriz Cruz	33	—	—	
5. Rogelio Cuevas	33	—	—	
6. Eliberto Valencia	33	—	—	
7. Lucy Perales	33	+	—	—
8. Georgie King	33	—	—	
9. Emilio Elizarras	33	—	—	
10. Ulivaldo Chavez	33	—	—	
11. Lety Lopez	33	—	—	
12. Johnny Gaudet	33	—	—	—
13. Robert Canales	33	—	—	
14. Martin Luna	33	—	—	
15. Stieve Diaz M	33	—	—	
16. Urbano Luna	33	—	—	
17. Danny Quijada	33	—	—	
18. Jimmy Rodriguez	33	—	—	
19. Marlo Canales	33	—	+	+
		204		

Child's Name	Question #	Pre - Test	Post - Test	Comments & Ra
1. Elizabeth Macias	34	—	—	
2. Tracy Neimes	34	—	—	
3. Oscar Garcia	34	—	—	
4. Beatriz Cruz	34	—	—	
5. Rogelio Cuevas	34	—	—	
6. Eliberto Valencia	34	—	—	
7. Lucy Perales	34	+	—	—
8. Georgie King	34	—	+	+
9. Emilio Elizarras	34	—	—	
10. Ulivaldo Chavez	34	—	—	
11. Lety Llanez	34	—	—	
12. Johnny Gaudet	34	—	—	
13. Robert Canales	34	—	—	
14. Martin Luna	34	—	—	
15. Stiove Diaz M	34	—	—	
16. Urbano Luna	34	—	—	
17. Danny Quijada	34	—	—	
18. Jimmy Rodriguez	34	—	—	
19 Marlo Canales	34	—	—	

Child's Name	Question #	Pre - Test	Post - Test	Comments & Rat
1. Elizabeth Macias	35	—	—	
2. Tracy Neimes	35	—	—	
3. Oscar Garcia	35	—	—	
4. Beatriz Cruz	35	—	—	
5. Rogelio Cuevas	35	—	—	
6. Eliberto Valencia	35	—	—	
7. Lucy Perales	35	—	—	
8. Georgie King	35	—	+	+
9. Emilio Elizarras	35	—	—	
10. Ulivaldo Chavez	35	—	—	
11. Lety Llanez	35	—	—	
12. Johnny Gaudet	35	—	—	
13. Robert Canales	35	—	+	+
14. Martin Luna	35	—	—	
15. Stieve Diaz M	35	—	—	
16. Urbano Luna	35	—	—	
17. Danny Quijada	35	—	—	
18. Jimmy Rodriguez	35	—	—	
19. Marlo Canales	35	—	—	

Child's Name	Question	Pre - Test	Post - Test	Comments & Rat
1. Elizabeth Macias	36	—	—	
2. Tracy Neimes	36	—	—	
3. Oscar Garcia	36	—	—	
4. Beatriz Cruz	36	—	—	
5. Rogelio Cuevas	36	—	—	
6. Eliberto Valencia	36	—	—	
7. Lucy Perales	36	—	—	
8. Georgie King	36	—	—	
9. Emilio Elizarras	36	—	—	
10. Ulivaldo Chavez	36	—	—	
11. Lety Llanez	36	—	—	
12. Johnny Gaudet	36	—	—	
13. Robert Canales	36	—	—	
14. Martin Luna	36	—	—	
15. Stieve Diaz M	36	—	—	
16. Urbano Luna	36	—	—	
17. Danny Quijada	36	—	—	
18. Jimmy Rodriguez	36	—	—	
19. Marlo Canales	36	—	—	

Child's Name	Question #	Pre - Test	Post - Test	Comments & Rat
1. Elizabeth Macias	37	—	—	
2. Tracy Neimes	37	—	—	
3. Oscar Garcia	37	—	—	
4. Beatriz Cruz	37	—	—	
5. Rogelio Cuevas	37	—	—	
6. Eliberto Valencia	37	—	—	
7. Lucy Perales	37	—	—	
8. Georgie King	37	—	—	
9. Emilio Elizarras	37	—	—	
10. Ulivaldo Chavez	37	—	—	
11. Lety Llanez	37	—	—	
12. Johnny Gaudet	37	—	—	
13. Robert Canales	37	—	—	
14. Martin Luna	37	—	—	
15. Stieve Diaz M	37	—	—	
16. Urbano Luna	37	—	—	
17. Danny Quijada	37	—	—	
18. Jimmy Rodriguez	37	—	—	
19 Marlo Canales	37	—	+	+

Child's Name	Question	Pre - Test	Post - Test	Comments & Kat
1. Elizabeth Macias	38	—	—	
2. Tracy Neimes	38	—	—	
3. Oscar Garcia	38	—	—	
4. Beatriz Cruz	38	—	—	
5. Rogelio Cuevas	38	—	—	
6. Eliberto Valencia	38	—	—	
7. Lucy Perales	38	—	—	
8. Georgie King	38	—	—	
9. Emilio Elizarras	38	—	—	
10. Ulivaldo Chavez	38	—	—	
11. Lety Llanez	38	—	—	
12. Johnny Gaudet	38	—	—	
13. Robert Canales	38	—	—	
14. Martin Luna	38	—	—	
15. Stiove Diaz M	38	—	—	
16. Urbano Luna	38	—	—	
17. Danny Quijada	38	—	—	
18. Jimmy Rodriguez	38	—	—	
19. Marlo Canales	38	—	—	
		209		

Child's Name	Question #	Pre - Test	Post - Test	Comments & Ro
1. Elizabeth Macias	39	—	—	
2. Tracy Neimes	39	—	—	
3. Oscar Garcia	39	—	—	
4. Beatriz Cruz	39	—	—	
5. Rogelio Cuevas	39	—	—	
6. Eliberto Valencia	39	—	—	
7. Lucy Perales	39	—	—	
8. Georgie King	39	—	—	
9. Emilio Elizarras	39	—	—	
10 Ulivaldo Chavez	39	—	—	
11 Lety Llanez	39	—	—	
12. Johnny Gaudet	39	—	—	
13 Robert Canales	39	—	—	
14 Martin Luna	39	—	—	
15. Stieve Diaz M	39	—	—	
16 Urbano Luna	39	—	—	
17 Danny Quijada	39	—	—	
18 Jimmy Rodriguez	39	—	—	
19 Marlo Canales	39	+	+	
		2 1 0		

Child's Name	Question #	Pre - Test	Post - Test	Comments & Rat
1. Elizabeth Macias	40	—	—	
2. Tracy Neimes	40	—	—	
3. Oscar Garcia	40	—	—	
4. Beatriz Cruz	40	—	—	
5. Rogelio Cuevas	40	—	—	
6. Eliberto Valencia	40	—	—	
7. Lucy Perales	40	—	—	
8. Georgie King	40	—	—	
9. Emilio Elizarras	40	—	—	
10. Ulivaldo Chavez	40	—	—	
11. Lety Llanez	40	—	—	
12. Johnny Gaudet	40	—	—	
13. Robert Canales	40	—	—	
14. Martin Luna	40	—	—	
15. Stieve Diaz M	40	—	—	
16. Urbano Luna	40	—	—	
17. Danny Quijada	40	—	—	
18. Jimmy Rodriguez	40	—	—	
19. Marlo Canales	40	—	+	+

Child's Name	Question #	Pre - Test	Post - Test	Comments & Rat
1. Elizabeth Macias	41	—	—	
2. Tracy Neimes	41	—	—	
3. Oscar Garcia	41	—	—	
4. Beatriz Cruz	41	—	—	
5. Rogelio Cuevas	41	—	—	
6. Eliberto Valencia	41	—	—	
7. Lucy Perales	41	—	—	
8. Georgie King	41	—	—	
9. Emilio Elizarras	41	—	—	
10. Ulivaldo Chavez	41	—	—	
11. Lety Llanez	41	—	—	
12. Johnny Gaudet	41	—	—	
13. Robert Canales	41	—	—	
14. Martin Luna	41	—	—	
15. Stieve Diaz M	41	—	—	
16. Urbano Luna	41	—	—	
17. Danny Quijada	41	—	—	
18. Jimmy Rodriguez	41	—	—	
19 Marlo Canales	41	212 —	—	

Child's Name	Question	Pre - Test	Post - Test	Comments & Re
1. Elizabeth Macias	42	—	—	
2. Tracy Neimes	42	—	—	
3. Oscar Garcia	42	—	—	
4. Beatriz Cruz	42	—	—	
5. Rogelio Cuevas	42	—	—	
6. Eliberto Valencia	42	—	—	
7. Lucy Perales	42	—	—	
8. Georgie King	42	—	—	
9. Emilio Elizarras	42	—	—	
10. Ulivaldo Chavez	42	—	—	
11. Lety Llanez	42	—	—	
12. Johnny Gaudet	42	—	—	
13. Robert Canales	42	—	—	
14. Martin Luna	42	—	—	
15. Stieve Diaz M	42	—	—	
16. Urbano Luna	42	—	—	
17. Danny Quijada	42	—	—	
18. Jimmy Rodriguez	42	—	—	
19. Marlo Canales	42	—	—	

Child's Name	Question #	Pre - Test	Post - Test	Comments & Ro
1. Elizabeth Macias	43	—	—	
2. Tracy Neimes	43	—	—	
3. Oscar Garcia	43	—	—	
4. Beatriz Cruz	43	—	—	
5. Rogelio Cuevas	43	—	—	
6. Eliberto Valencia	43	—	—	
7. Lucy Perales	43	—	—	
8. Georgie King	43	—	—	
9. Emilio Elizarras	43	—	—	
10. Ulivaldo Chavez	43	—	—	
11. Lety Llanez	43	—	—	
12. Johnny Gaudet	43	—	—	
13. Robert Canales	43	—	—	
14. Martin Luna	43	—	—	
15. Stieve Diaz M	43	+	—	—
16. Urbano Luna	43	—	—	
17. Danny Quijada	43	—	—	
18. Jimmy Rodriguez	43	—	—	
19. Marlo Canales	43	+	+	

Child's Name	Question #	Pre - Test	Post - Test	Comments & R
1. Elizabeth Macias	44	—	+	+
2. Tracy Neimes	44	—	—	
3. Oscar Garcia	44	—	—	
4. Beatriz Cruz	44	—	—	
5. Rogelio Cuevas	44	—	—	
6. Eliberto Valencia	44	—	—	
7. Lucy Perales	44	—	—	
8. Georgie King	44	—	—	
9. Emilio Elizarras	44	—	—	
10. Ulivaldo Chavez	44	—	—	
11. Lety Llanez	44	—	—	
12. Johnny Gaudet	44	—	—	
13. Robert Canales	44	—	—	
14. Martin Luna	44	—	—	
15. Stieve Diaz M	44	—	—	
16. Urbano Luna	44	—	—	
17. Danny Quijada	44	—	—	
18. Jimmy Rodriguez	44	—	—	
19. Marlo Canales	44	—	—	

Child's Name	Question #	Pre - Test	Post - Test	Comments & Re
1. Elizabeth Macias	45	—	—	
2. Tracy Neimes	45	—	—	
3. Oscar Garcia	45	+	—	—
4. Beatriz Cruz	45	—	—	
5. Rogelio Cuevas	45	—	—	
6. Eliberto Valencia	45	—	—	
7. Lucy Perales	45	—	—	
8. Georgie King	45	—	—	
9. Emilio Elizarras	45	—	+	+
10. Ulivaldo Chavez	45	—	—	
11. Lety Lopez	45	—	—	
12. Johnny Gaudet	45	—	—	
13. Robert Canales	45	—	—	
14. Martin Luna	45	—	—	
15. Stievo Diaz M	45	—	—	
16. Urbano Luna	45	—	—	
17. Danny Quijada	45	—	—	
18. Jimmy Rodriguez	45	—	—	
19. Marlo Canales	45	—	+	+

Child's Name	Question #	Pre - Test	Post - Test	Comments & Ro
1. Elizabeth Macias	46	—	—	
2. Tracy Neimes	46	—	—	
3. Oscar Garcia	46	—	—	
4. Beatriz Cruz	46	—	—	
5. Rogelio Cuevas	46	—	—	
6. Eliberto Valencia	46	—	—	
7. Lucy Perales	46	—	—	
8. Georgie King	46	—	—	
9. Emilio Elizarras	46	—	—	
10. Ulivaldo Chavez	46	—	—	
11. Lety Llanez	46	—	—	
12. Johnny Gaudet	46	—	—	
13. Robert Canales	46	—	—	
14. Martin Luna	46	—	—	
15. Stievo Diaz M	46	—	—	
16. Urbano Luna	46	—	—	
17. Danny Quijada	46	—	—	
18. Jimmy Rodriguez	46	—	—	
19 Marlo Canales	46	—	—	

Child's Name	Question #	Pre - Test	Post - Test	Comments & Ro
1. Elizabeth Macias	47	—	—	
2. Tracy Neimes	47	—	—	
3. Oscar Garcia	47	—	—	
4. Beatriz Cruz	47	—	—	
5. Rogelio Cuevas	47	—	—	
6. Eliberto Valencia	47	—	—	
7. Lucy Perales	47	—	—	
8. Georgie King	47	—	—	
9. Emilio Elizarras	47	—	—	
10. Ulivaldo Chavez	47	—	—	
11. Lety Llanez	47	—	—	
12. Johnny Gaudet	47	—	—	
13. Robert Canales	47	—	—	
14. Martin Luna	47	—	—	
15. Stieve Diaz M	47	—	—	
16. Urbano Luna	47	—	—	
17. Danny Quijada	47	—	—	
18. Jimmy Rodriguez	47	—	—	
19. Marlo Canales	47	—	—	

Child's Name	Question #	Pre - Test	Post - Test	Comments & Ra
1. Elizabeth Macias	48	—	—	
2. Tracy Neimes	48	—	—	
3. Oscar Garcia	48	—	+	+
4. Beatriz Cruz	48	—	+	+
5. Rogelio Cuevas	48	—	—	
6. Eliberto Valencia	48	—	—	
7. Lucy Perales	48	+	—	—
8. Georgie King	48	—	—	
9. Emilio Elizarras	48	—	—	
10. Ulivaldo Chavez	48	—	—	
11. Lety Llanez	48	+	—	—
12. Johnny Gaudet	48	—	—	
13. Robert Canales	48	—	—	
14. Martin Luna	48	+	—	—
15. Stieve Diaz M	48	—	—	
16. Urbano Luna	48	—	—	
17. Danny Quijada	48	+	+	
18. Jimmy Rodriguez	48	+	—	—
19. Marlo Canales	48		+	

Child's Name	Question	Pre - Test	Post - Test	Comments & Rat
1. Elizabeth Macias	49	—	—	
2. Tracy Neimes	49	—	—	
3. Oscar Garcia	49	—	+	+
4. Beatriz Cruz	49	+	—	—
5. Rogelio Cuevas	49	—	—	
6. Eliberto Valencia	49	—	—	
7. Lucy Perales	49	—	—	
8. Georgie King	49	—	—	
9. Emilio Elizarras	49	—	—	
10. Ulivaldo Chavez	49	—	—	
11. Lety Llanez	49	+	+	
12. Johnny Gaudet	49	—	—	
13. Robert Canales	49	—	—	
14. Martin Luna	49	—	—	
15. Steve Diaz M	49	—	—	
16. Urbano Luna	49	—	—	
17. Danny Quijada	49		—	
18. Jimmy Rodriguez	49	—	—	
19. Marlo Canales	49		+	

Child's Name	Question #	Pre - Test	Post - Test	Comments & Rat
1. Elizabeth Macias	50	—	—	
2. Tracy Neimes	50	—	—	
3. Oscar Garcia	50	—	—	
4. Beatriz Cruz	50	(+)	—	— (+) Guesses ch
5. Rogelio Cuevas	50	—	(+)	(+) Guessing - pu
6. Eliberto Valencia	50	—	—	
7. Lucy Perales	50	+	—	—
8. Georgie King	50	—	—	
9. Emilio Elizarras	50	—	—	
10. Ulivaldo Chavez	50	—	—	
11. Lety Llanez	50	+	+	
12. Johnny Gaudet	50	—	—	
13. Robert Canales	50	+	—	—
14. Martin Luna	50	—	—	
15. Stiove Diaz M	50	—	—	
16. Urbano Luna	50	—	—	
17. Danny Quijada	50		—	
18. Jimmy Rodriguez	50	—	—	
19. Marlo Canales	50	0	+	+

Child's Name	Question #	Pre - Test	Post - Test	Comments & Rat
1. Elizabeth Macias	51	—	—	
2. Tracy Neimes	51	—	—	
3. Oscar Garcia	51	—	—	
4. Beatriz Cruz	51	—	—	
5. Rogelio Cuevas	51	—	+	+
6. Eliberto Valencia	51	—	—	
7. Lucy Perales	51	—	—	
8. Georgie King	51	—	—	
9. Emilio Elizarras	51	—	—	
10. Ulivaldo Chavez	51	—	—	
11. Lety Llanez	51	+	+	
12. Johnny Gaudet	51	—	—	
13. Robert Canales	51	+	—	—
14. Martin Luna	51	—	—	
15. Stieve Diaz M	51	—	—	
16. Urbano Luna	51	—	—	
17. Danny Quijada	51		—	
18. Jimmy Rodriguez	51	—	—	222
19. Marlo Canales	51	+	+	

Child's Name	Question #	Pre - Test	Post - Test	Comments & Rat
1. Elizabeth Macias	52	—	—	
2. Tracy Neimes	52	—	—	
3. Oscar Garcia	52	—	—	
4. Beatriz Cruz	52	—	—	
5. Rogelio Cuevas	52	—	—	
6. Eliberto Valencia	52	—	—	
7. Lucy Perales	52	+	—	—
8. Georgie King	52	—	—	
9. Emilio Elizarras	52	—	+	+
10. Ulivaldo Chavez	52	—	—	
11. Lety Llanez	52	—	—	
12. Johnny Gaudet	52	—	—	
13. Robert Canales	52	—	—	
14. Martin Luna	52	+	—	—
15. Stieve Diaz M	52	—	—	
16. Urbano Luna	52	—	—	
17. Danny Quijada	52		—	
18. Jimmy Rodriguez	52	+	—	—
19. Marlo Canales	52		—	

53

Child's Name	Question #	Pre - Test	Post - Test	Comments & Rat
1. Elizabeth Macias	53	-	-	
2. Tracy Neimes	53	-	-	
3. Oscar Garcia	53	-	+	+
4. Beatriz Cruz	53	+	+	
5. Rogelio Cuevas	53	+	-	-
6. Eliberto Valencia	53	-	-	
7. Lucy Perales	53	-	-	
8. Georgie King	53	-	-	
9. Emilio Elizarras	53	-	-	
10. Ulivaldo Chavez	53	-	-	
11. Lety Llanez	53	-	-	
12. Johnny Gaudet	53	-	-	-
13. Robert Canales	53	-	-	
14. Martin Luna	53	-	-	
15. Stieve Diaz M	53	-	-	
16. Urbano Luna	53	-	-	
17. Danny Quijada	53	-	-	
18. Jimmy Rodriguez	53	+	-	-
19. Marlo Canales	53	+	+	

Child's Name	Question	Pre - Test	Post - Test	Comments & Rat
1. Elizabeth Macias	54	—	—	
2. Tracy Neimes	54	—	—	
3. Oscar Garcia	54	—	—	
4. Beatriz Cruz	54	+	—	—
5. Rogelio Cuevas	54	+	—	—
6. Eliberto Valencia	54	+	—	—
7. Lucy Perales	54	—	—	
8. Georgie King	54	—	—	
9. Emilio Elizarras	54	—	—	
10 Ulivaldo Chavez	54	—	—	
11 Lety Llanez	54	+	—	—
12. Johnny Gaudet	54	—	—	
13. Robert Canales	54	—	—	
14. Martin Luna	54	+	—	—
15. Steve Diaz M	54	+	+	
16. Urbano Luna	54	—	—	
17 Danny Quijada	54		—	
18 Jimmy Rodriguez	54	—	—	
19 Marlo Canales	54	+	—	—

Child's Name	Question #	Pre - Test	Post - Test	Comments & Rat
1. Elizabeth Macias	55	—	—	
2. Tracy Neimes	55	—	—	
3. Oscar Garcia	55	—		
4. Beatriz Cruz	55	—	—	
5. Rogelio Cuevas	55	—	—	
6. Eliberto Valencia	55	—	—	
7. Lucy Perales	55	—	—	
8. Georgie King	55	+	+	
9. Emilio Elizarras	55	—	+	
10. Ulivaldo Chavez	55		—	
11. Lety Llanez	55	—	—	
12. Johnny Gaudet	55	—	—	
13. Robert Canales	55	—	—	
14. Martin Luna	55	+	—	—
15. Stieve Diaz M	55	—	—	
16. Urbano Luna	55	—	—	
17. Danny Quijada	55		—	
18. Jimmy Rodriguez	55	+	—	—
19. Marlo Canales	55	+	—	—

Child's Nome	Question #	Pre - Test	Post - Test	Comments & Rat
1. Elizabeth Macias	56	−	−	
2. Tracy Neimes	56	−	+	+
3. Oscar Garcia	56	−	−	
4. Beatriz Cruz	56	+	−	✓
5. Rogelio Cuevas	56	+	−	✓
6. Eliberto Valencia	56	−	−	
7. Lucy Perales	56	−	−	
8. Georgie King	56	+	−	✓
9. Emilio Elizarras	56	−	−	
10 Ulivaldo Chavez	56	+	−	✓
11 Lety Llanez	56	+	−	✓
12. Johnny Gaudet	56	+	−	✓
13. Robert Canales	56	−	−	
14 Martin Luna	56	−	−	
15. Stieve Diaz M	56	+	−	✓
16 Urbano Luna	56	−	−	
17 Danny Quijada	56		−	
18 Jimmy Rodriguez	56	+	−	✓
19 Marlo Canales	56	−	+	✓

Child's Name	Question	Pre - Test	Post - Test	Comments & Rati
1. Elizabeth Macias	57	—	+	+
2. Tracy Neimes	57	—	+	+
3. Oscar Garcia	57	—	—	
4. Beatriz Cruz	57	—	—	
5. Rogelio Cuevas	57	—	—	
6. Eliberto Valencia	57	—	—	
7. Lucy Perales	57	—	—	
8. Georgie King	57	+	—	—
9. Emilio Elizarras	57	—	—	
10. Ulivaldo Chavez	57	—	—	
11. Lety Llanez	57	+	+	
12. Johnny Gaudet	57	—	—	
13. Robert Canales	57	—	—	
14. Martin Luna	57	—	—	
15. Stieve Diaz M	57	—	—	
16. Urbano Luna	57	—	—	
17. Danny Quijada	57		—	
18. Jimmy Rodriguez	57	—	—	
19. Marlo Canales	57	—	+	+

Child's Name	Question #	Pre - Test	Post - Test	Comments & Rat
1. Elizabeth Macias	58	+	−	−
2. Tracy Neimes	58	−	−	
3. Oscar Garcia	58	−	−	
4. Beatriz Cruz	58	−	+	+
5. Rogelio Cuevas	58	+	−	−
6. Eliberto Valencia	58	−	−	
7. Lucy Perales	58	−	−	
8. Georgie King	58	−	−	
9. Emilio Elizarras	58	+	−	−
10. Ulivaldo Chavez	58	+	−	−
11. Lety Llanez	58	−	−	
12. Johnny Gaudet	58	−	−	
13. Robert Canales	58	−	−	
14. Martin Luna	58	−	−	
15. Stievo Diaz M	58	−	−	
16. Urbano Luna	58	−	−	
17. Danny Quijada	58		−	
18. Jimmy Rodriguez	58	−	−	
19. Marla Canales	58	+	+	

Child's Name	Question #	Pre - Test	Post - Test	Comments & Rati:
1. Elizabeth Macias	59	+	−	−
2. Tracy Neimes	59	−	+	+
3. Oscar Garcia	59	−	−	
4. Beatriz Cruz	59	−	−	
5. Rogelio Cuevas	59	+	−	−
6. Eliberto Valencia	59	−	−	
7. Lucy Perales	59	−	−	
8. Georgie King	59	+	−	−
9. Emilio Elizarras	59	−	−	
10. Ulivaldo Chavez	59	−	−	
11. Lety Llanez	59	−	−	
12. Johnny Gaudet	59	+	−	−
13. Robert Canales	59	−	−	
14. Martin Luna	59	−	−	
15. Stieve Diaz M	59	−	−	
16. Urbano Luna	59	−	−	
17. Danny Quijada	59		−	
18. Jimmy Rodriguez	59	−	−	−
19. Marlo Canales	59	+	+	250

Child's Name	Question #	Pre - Test	Post - Test	Comments & Rat
1. Elizabeth Macias	60	—	+	+
2. Tracy Neimes	60	—	—	
3. Oscar Garcia	60	+	—	—
4. Beatriz Cruz	60	+	—	—
5. Rogelio Cuevas	60	—	—	
6. Eliberto Valencia	60	—	—	
7. Lucy Perales	60	—	—	
8. Georgie King	60		+	
9. Emilio Elizarras	60	—	+	+
10. Ulivaldo Chavez	60	+	—	—
11. Lety Lanez	60	+	—	—
12. Johnny Gaudet	60	+	—	—
13. Robert Canales	60	—	—	
14. Martin Luna	60	—	—	
15. Stieve Diaz M	60	—	+	+
16. Urbano Luna	60	—	—	
17. Danny Quijada	60		—	
18. Jimmy Rodriguez	60	—	—	
19. Marlo Canales	60	+	+	

Child's Name	Question #	Pre - Test	Post - Test	Comments & Ra
1. Elizabeth Macias	61	—	—	
2. Tracy Neimes	61	—	—	
3. Oscar Garcia	61	+	+	
4. Beatriz Cruz	61	—	—	
5. Rogelio Cuevas	61	—	—	
6. Eliberto Valencia	61		—	
7. Lucy Perales	61	+	—	—
8. Georgie King	61		—	
9. Emilio Elizarras	61	—	—	
10. Ulivaldo Chavez	61	+	—	—
11. Lety Llanez	61	—	—	
12. Johnny Gaudet	61	+	—	—
13. Robert Canales	61	—	—	
14. Martin Luna	61	—	—	
15. Stieve Diaz M	61	—	—	
16. Urbano Luna	61	—	—	
17. Danny Quijada	61		—	
18. Jimmy Rodriguez	61	—	—	
19. Marlo Canales	61	—	+	

Child's Name	Question #	Pre - Test	Post - Test	Comments & Ro
1. Elizabeth Macias	62	+	−	/
2. Tracy Neimes	62	−	−	
3. Oscar Garcia	62	+	+	
4. Beatriz Cruz	62	+	+	
5. Rogelio Cuevas	62	+	−	
6. Eliberto Valencia	62	−	−	
7. Lucy Perales	62	+	−	/
8. Georgie King	62		−	
9. Emilio Elizarras	62	−	−	
10. Ulivaldo Chavez	62	+	−	/
11. Lety Ibanez	62	−	−	
12. Johnny Gaudet	62	−	−	
13. Robert Canales	62	−	−	
14. Martin Luna	62	+	−	/
15. Stieve Diaz M	62	+	−	/
16. Urbano Luna	62	−	−	
17. Danny Quijada	62		−	
18. Jimmy Rodriguez	62	−	+	+
19. Marlo Canales	62	−	+	+

Child's Name	Question #	Pre - Test	Post - Test	Comments & Ro
1. Elizabeth Macias	63	-	-	
2. Tracy Neimes	63	-	-	
3. Oscar Garcia	63	-	-	
4. Beatriz Cruz	63	-	-	
5. Rogelio Cuevas	63	-	-	
6. Eliberto Valencia	63	-	-	
7. Lucy Perales	63	-	-	
8. Georgie King	63		-	
9. Emilio Elizarras	63	-	-	
10. Ulivaldo Chavez	63	+	-	/
11. Lety Llanez	63	-	-	
12. Johnny Gaudet	63	-	-	
13. Robert Canales	63	-	-	
14. Martin Luna	63	+	-	/
15. Stiove Diaz M	63	+	+	
16. Urbano Luna	63	-	-	
17. Danny Quijada	63		+	
18. Jimmy Rodriguez	63	-	-	
19. Marlo Canales	63		+	+

Child's Name	Question #	Pre - Test	Post - Test	Comments & Ro
1. Elizabeth Macias	64	+	+	
2. Tracy Neimes	64	+	−	−
3. Oscar Garcia	64	+	+	
4. Beatriz Cruz	64	+	+	
5. Rogelio Cuevas	64	−	+	+
6. Eliberto Valencia	64	−	−	
7. Lucy Perales	64	+	+	
8. Georgie King	64	−	+	+
9. Emilio Elizarras	64	−	−	
10. Ulivaldo Chavez	64	+	−	−
11. Lety Llanez	64	+	+	
12. Johnny Gaudet	64	+	+	
13. Robert Canales	64	+	+	
14. Martin Luna	64	+	+	
15. Steve Diaz M	64	+	+	
16. Urbano Luna	64	+	+	
17. Danny Quijada	64	−	+	
18. Jimmy Rodriguez	64	+	+	
19. Marlo Canales	64	+	+	

Child's Name	Question #	Pre - Test	Post - Test	Comments & R
1. Elizabeth Macias	65	+	−	−
2. Tracy Neimes	65	−	−	
3. Oscar Garcia	65	+	−	−
4. Beatriz Cruz	65	−	−	
5. Rogelio Cuevas	65	−	−	
6. Eliberto Valencia	65	−	−	
7. Lucy Perales	65	−	+	+
8. Georgie King	65	−	−	
9. Emilio Elizarras	65	+	−	−
10 Ulivaldo Chavez	65	+	−	
11 Lety Llanez	65	−	−	
12. Johnny Gaudet	65	−	−	
13 Robert Canales	65	+	−	−
14 Martin Luna	65	−	+	+
15. Steve Diaz M	65	−	−	
16 Urbano Luna	65	+	−	−
17 Danny Quijada	65		−	
18 Jimmy Rodriguez	65	+	−	−
19 Marlo Canales	65	+	−	−

Child's Name	Question #	Pre - Test	Post - Test	Comments & Re
1. Elizabeth Macias	66	+	+	
2. Tracy Neimes	66	−	−	
3. Oscar Garcia	66	+	+	
4. Beatriz Cruz	66	+	−	−
5. Rogelio Cuevas	66	−	+	+
6. Eliberto Valencia	66	−	−	
7. Lucy Perales	66	−	+	+
8. Georgie King	66	−	+	+
9. Emilio Elizarras	66	−	−	
10. Ulivaldo Chavez	66	+	−	−
11. Lety Llanez	66	−	+	−
12. Johnny Gaudet	66	−	−	
13. Robert Canales	66	+	+	
14. Martin Luna	66	−	+	−
15. Stieve Diaz M	66	−	−	
16. Urbano Luna	66	+	+	
17. Danny Quijada	66		−	
18. Jimmy Rodriguez	66	−	−	
19. Marlo Canales	66	+	+	

Child's Name	Question #	Pre - Test	Post - Test	Comments & Ro
1. Elizabeth Macias	67	+	+	
2. Tracy Neimes	67	−	−	
3. Oscar Garcia	67	+	+	
4. Beatriz Cruz	67	+	−	−
5. Rogelio Cuevas	67	−	+	+
6. Eliberto Valencia	67	−	−	
7. Lucy Perales	67	+	+	
8. Georgie King	67	−	+	+
9. Emilio Elizarras	67	−	−	
10. Ulivaldo Chavez	67	+	−	−
11. Lety Llanez	67	+	+	
12. Johnny Gaudet	67	−	−	
13. Robert Canales	67	+	+	
14. Martin Luna	67	−	+	+
15. Stiove Diaz M	67	−	−	
16. Urbano Luna	67	+	−	−
17. Danny Quijada	67		−	
18. Jimmy Rodriguez	67	+	−	−
19 Marlo Canales	67	+	+	

Child's Name	Question #	Pre - Test	Post - Test	Comments & Re
1. Elizabeth Macias	68	—	+	
2. Tracy Neimes	68	—	—	
3. Oscar Garcia	68	—	—	
4. Beatriz Cruz	68	—	+	+
5. Rogelio Cuevas	68	—	—	
6. Eliberto Valencia	68	—	+	+
7. Lucy Perales	68	—	—	
8. Georgie King	68	—	—	
9. Emilio Elizarras	68	—	—	
10. Ulivaldo Chavez	68	—	—	
11. Lety Llanez	68		—	
12. Johnny Gaudet	68	—	—	
13. Robert Canales	68	+	—	—
14. Martin Luna	68	+	—	—
15. Stieve Diaz M	68	—	—	
16. Urbano Luna	68	—	—	
17. Danny Quijada	68		—	
18. Jimmy Rodriguez	68	—	—	
19. Marlo Canales	68	—	+	+

Child's Name	Question #	Pre - Test	Post - Test	Comments & R
1. Elizabeth Macias	69	+	+	
2. Tracy Neimes	69	−	−	
3. Oscar Garcia	69	+	−	−
4. Beatriz Cruz	69	−	+	+
5. Rogelio Cuevas	69	−	+	+
6. Eliberto Valencia	69	−	−	
7. Lucy Perales	69	+	−	−
8. Georgie King	69	−	−	
9. Emilio Elizarras	69	−	−	
10. Ulivaldo Chavez	69	−	−	
11. Lety Llanez	69		+	
12. Johnny Gaudet	69	+	+	
13. Robert Canales	69	+	+	
14. Martin Luna	69	+	+	
15. Stieve Diaz M	69	−	−	
16. Urbano Luna	69	−	+	+
17. Danny Quijada	69		+	
18. Jimmy Rodriguez	69	−	+	+
19. Marlo Canales	69	+	+	240

Child's Name	Question #	Pre - Test	Post - Test	Comments & Re
1. Elizabeth Macias	70	—	—	
2. Tracy Neimes	70	—	—	
3. Oscar Garcia	70	+	—	✓
4. Beatriz Cruz	70	—	—	
5. Rogelio Cuevas	70	+	—	✓
6. Eliberto Valencia	70	—	—	
7. Lucy Perales	70	+	—	✓
8. Georgie King	70	—	—	
9. Emilio Elizarras	70	—	—	
10. Ulivaldo Chavez	70	—	—	
11. Lety Llanez	70		—	
12. Johnny Gaudet	70	—	—	
13. Robert Canales	70	—	—	
14. Martin Luna	70	+	—	✓
15. Stieve Diaz M	70	+	—	✓
16. Urbano Luna	70	—	—	
17. Danny Quinada	70		—	
18. Jimmy Rodriguez	70	—	—	
19. Marlo Canales	70	+	+	

Child's Name	Question #	Pre - Test	Post - Test	Comments & R
1. Elizabeth Macias	71	+	-	/
2. Tracy Neimes	71	-	-	
3. Oscar Garcia	71	+	+	
4. Beatriz Cruz	71	-	-	
5. Rogelio Cuevas	71	+	-	/
6. Eliberto Valencia	71	-	-	
7. Lucy Perales	71	-	-	
8. Georgie King	71	-	-	
9. Emilio Elizarras	71	-	-	
10 Ulivaldo Chavez	71	-	-	
11 Lety Llanez	71		-	
12. Johnny Gaudet	71	-	-	
13. Robert Canales	71	+	+	
14 Martin Luna	71	+	-	/
15. Steve Diaz M	71	-	+	+
16. Urbano Luna	71	-	-	
17 Danny Quijada	71		-	
18 Jimmy Rodriguez	71	-	-	
19 Marlo Canales	71	-	+	+

Child's Name	Question #	Pre - Test	Post - Test	Comments & Re
1. Elizabeth Macias	72	—	—	
2. Tracy Neimes	72	—	—	
3. Oscar Garcia	72	—	—	
4. Beatriz Cruz	72	+	—	—
5. Rogelio Cuevas	72	—	—	
6. Eliberto Valencia	72	—	—	
7. Lucy Perales	72	—	—	
8. Georgie King	72	—	—	
9. Emilio Elizarras	72	—	—	
10. Ulivaldo Chavez	72	—	—	
11. Lety Llanez	72		—	
12. Johnny Gaudet	72	—	—	
13. Robert Canales	72	—	—	
14. Martin Luna	72	—	—	
15. Stieve Diaz M.	72	—	—	
16. Urbano Luna	72	—	—	
17. Danny Quijada	72		—	
18. Jimmy Rodriguez	72	—	—	
19. Marlo Canales	72	—	—	

Child's Name	Question	Pre - Test	Post - Test	Comments & Re
1. Elizabeth Macias	73	—	—	
2. Tracy Neimes	73	—	—	
3. Oscar Garcia	73	—	—	
4. Beatriz Cruz	73	—	—	
5. Rogelio Cuevas	73	—	—	
6. Eliberto Valencia	73	—	—	
7. Lucy Perales	73	—	—	
8. Georgie King	73	—	—	
9. Emilio Elizarras	73	—	—	
10. Ulivaldo Chavez	73	—	—	
11. Lety Llanez	73		—	
12. Johnny Gaudet	73	—	—	
13. Robert Canales	73	—	—	
14. Martin Luna	73	—	—	
15. Stieve Diaz M	73	—	—	
16. Urbano Luna	73	—	—	
17. Danny Quijada	73		—	
18. Jimmy Rodriguez	73	—	—	
19. Marlo Canales	73	—	—	

Child's Name	Question #	Pre - Test	Post - Test	Comments & R
1. Elizabeth Macias	74	+	−	/
2. Tracy Neimes	74	+	+	
3. Oscar Garcia	74	+	+	
4. Beatriz Cruz	74	+	+	
5. Rogelio Cuevas	74	+	+	
6. Eliberto Valencia	74	+	−	/
7. Lucy Perales	74	+	+	
8. Georgie King	74	+	+	
9. Emilio Elizarras	74	+	+	
10. Ulivaldo Chavez	74	+	+	
11. Lety Llanez	74	+	+	
12. Johnny Gaudet	74	+	+	
13. Robert Canales	74	+	+	
14. Martin Luna	74	−	+	+
15. Stieve Diaz M	74	+	+	
16. Urbano Luna	74	+	+	
17. Danny Quijada	74		+	
18. Jimmy Rodriguez	74	+	+	
19. Marlo Canales	74	+		

Child's Name	Question #	Pre - Test	Post - Test	Comments & R
1. Elizabeth Macias	75	—	—	
2. Tracy Neimes	75	+	+	
3. Oscar Garcia	75	+	+	
4. Beatriz Cruz	75	—	—	
5. Rogelio Cuevas	75	+	+	
6. Eliberto Valencia	75	+	+	
7. Lucy Perales	75	+	+	
8. Georgie King	75	+	+	
9. Emilio Elizarras	75	+	+	
10 Ulivaldo Chavez	75	+	+	
11 Lety Llanez	75	+	+	
12. Johnny Gaudet	75	—	+	+
13 Robert Canales	75	—	—	
14 Martin Luna	75	+	+	
15. Stiove Diaz M	75	—	+	
16 Urbano Luna	75	+	+	
17 Danny Quijada	75		—	
18 Jimmy Rodriguez	75	+	+	216
19 Marlo Canales	75	—	+	

Child's Name	Question #	Pre - Test	Post - Test	Comments & Re
1. Elizabeth Macias	76	-	+	+
2. Tracy Neimes	76	+	-	-
3. Oscar Garcia	76	+	-	-
4. Beatriz Cruz	76	+	+	
5. Rogelio Cuevas	76	+	-	-
6. Eliberto Valencia	76	-	+	+
7. Lucy Perales	76	+	-	-
8. Georgie King	76	+	-	-
9. Emilio Elizarras	76	+	+	
10. Ulivaldo Chavez	76	-	-	
11. Lety Llanez	76	-	+	+
12. Johnny Gaudet	76	+	-	-
13. Robert Canales	76	+	+	
14. Martin Luna	76	-	+	+
15. Stieve Diaz M	76	-	-	
16. Urbano Luna	76	-	-	
17. Danny Quijada	76		-	
18. Jimmy Rodriguez	76	+	+	
19. Marlo Canales	76	+	+	

Child's Name	Question #	Pre - Test	Post - Test	Comments & R
1. Elizabeth Macias	77	+	-	-
2. Tracy Neimes	77	-		
3. Oscar Garcia	77	+	+	
4. Beatriz Cruz	77	+	-	-
5. Rogelio Cuevas	77	+	-	-
6 Eliberto Valencia	77	-	-	
7. Lucy Perales	77	+	-	-
8 Georgie King	77	+	-	-
9. Emilio Elizarras	77	-	-	
10 Ulivaldo Chavez	77	+	+	
11 Lety Llanez	77	+	-	-
12. Johnny Gaudet	77	-	-	
13 Robert Canales	77	-	-	
14 Martin Luna	77	-	+	+
15. Stieve Diaz M	77	-	-	
16 Urbano Luna	77	+	-	-
17 Danny Quijada	77		-	
18 Jimmy Rodriguez	77	+	-	-
19 Marlo Canales	77	+	-	-

Child's Name	Question #	Pre - Test	Post - Test	Comments & R
1. Elizabeth Macias	78	+	+	
2. Tracy Neimes	78	+		
3. Oscar Garcia	78	+	+	
4. Beatriz Cruz	78	+	−	/
5. Rogelio Cuevas	78			
6. Eliberto Valencia	78			
7. Lucy Perales	78	+	+	
8. Georgie King	78	−	−	
9. Emilio Elizarras	78	−	+	+
10. Ulivaldo Chavez	78	−	−	
11. Lety Llanez	78	−	−	
12. Johnny Gaudet	78	+	+	
13. Robert Canales	78	+	+	
14. Martin Luna	78	+	+	
15. Stieve Diaz M	78	+	+	
16. Urbano Luna	78	+	+	
17. Danny Quijada	78		+	
18. Jimmy Rodriguez	78	+	+	
19. Marlo Canales	78	+	+	

Child's Name	Question #	Pre - Test	Post - Test	Comments & R
1. Elizabeth Macias	79	+	+	
2. Tracy Neimes	79	−		
3. Oscar Garcia	79	+	+	
4. Beatriz Cruz	79	+	−	−
5. Rogelio Cuevas	79			
6. Eliberto Valencia	79			
7. Lucy Perales	79	+	+	
8. Georgie King	79	+	+	
9. Emilio Elizarras	79	−	+	+
10 Ulivaldo Chavez	79	+	+	
11 Lety Llanez	79	+	+	
12. Johnny Gaudet	79	+	+	
13. Robert Canales	79	+	+	
14 Martin Luna	79	+	+	
15. Stieve Diaz M	79	+	+	
16 Urbano Luna	79	−	−	
17 Danny Quijada	79		+	
18 Jimmy Rodriguez	79	+	+	250
19 Marlo Canales	79	+	+	

Child's Name	Question #	Pre - Test	Post - Test	Comments & Re
1. Elizabeth Macias	80	+		
2. Tracy Neimes	80	−		
3. Oscar Garcia	80	+	+	
4. Beatriz Cruz	80	−	+	+
5. Rogelio Cuevas	80	−	−	
6. Eliberto Valencia	80	−	−	
7. Lucy Perales	80	−	−	
8. Georgie King	80	−	+	+
9. Emilio Elizarras	80	−	+	+
10. Ulivaldo Chavez	80			
11. Lety Llanez	80	−	+	+
12. Johnny Gaudet	80	−	+	+
13. Robert Canales	80	+	−	−
14. Martin Luna	80	−	+	+
15. Stieve Diaz M	80	−	−	
16. Urbano Luna	80	+	+	
17. Danny Quijada	80		+	
18. Jimmy Rodriguez	80	−	−	
19. Marlo Canales	80	+	−	

Child's Name	Question #	Pre - Test	Post - Test	Comments &
1. Elizabeth Macias	81	—		
2. Tracy Neimes	81	—		
3. Oscar Garcia	81	—	—	
4. Beatriz Cruz	81	+	—	—
5. Rogelio Cuevas	81	—	—	
6. Eliberto Valencia	81	—	—	
7. Lucy Perales	81	—	—	
8. Georgie King	81	—	—	
9. Emilio Elizarras	81	—	—	
10. Ulivaldo Chavez	81	—	—	
11. Lety Llanez	81	—	—	
12. Johnny Gaudet	81	—	—	
13. Robert Canales	81	—	—	
14. Martin Luna	81	—	+	+
15. Stieve Diaz M	81	—	—	
16. Urbano Luna	81	+	+	
17. Danny Quijada	81		—	
18. Jimmy Rodriguez	81	—	—	
19 Marlo Canales	81	+	+	

Child's Name	Question #	Pre - Test	Post - Test	Comment
1. Elizabeth Macias	#2	F	Z	+
2. Tracy Neimes	#2	B		—
3. Oscar Garcia	#2	Z	N	—
4. Beatriz Cruz	#2	J	Z	+
5. Rogelio Cuevas	#2	X	W	—
6. Eliberto Valencia	#2			—
7. Lucy Perales	#2	Z	Z	+
8. Georgie King	#2	G	A	—
9. Emilio Elizarras	#2	D	J	+
10. Ulivaldo Chavez	#2	T	Z	+
11. Lety Llanez	#2	P	W	+
12. Johnny Gaudet	#2	G	G	+
13. Robert Canales	#2	D	B	—
14. Martin Luna	#2	D	D	+
15. Stieve Diaz M	#2	C		—
16. Urbano Luna	#2			—
17. Danny Quijada	#2		D	+
18. Jimmy Rodriguez	#2	G		—
19. Marlo Canales	#2	D	H	+

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CTW	Physical responses imitative, solitary	Physical responses imitative group	Verbal responses imitative solitary	Verbal responses imitative group	Inquisitive response and extension of segment

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